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GENERAL INFORMATION 2014-2015

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This issue of the Northeastern Illinois University Catalog is for the academic period 2014-2015. 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.

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Mission

Northeastern Illinois University, as a public comprehensive university with locations throughout Chicago, provides an exceptional environment for learning, teaching, and scholarship. We prepare a diverse community of students for leadership and service in our region and in a dynamic multicultural world.

Vision

Northeastern Illinois University will be a leader among metropolitan universities, known for its dedication to its urban mission, for the quality of its programs, for the success of its graduates, and for the diversity of its learning environment.

Values

Northeastern Illinois University is committed to a set of shared values that, taken collectively, guides our actions and interactions as we work together to prepare graduates for the responsible exercise of citizenship. We, the NEIU community, believe it is critical for our democracy to create a space in which the commitment to these values results in a thriving educational community that transforms the lives of all. As we take stock of the present and look to the future, these values serve as the touchstone for planning how we will best achieve the educational mission entrusted to us.

Integrity
NEIU is accountable to those we serve and to those from whom we receive support. We are committed to honesty, respect, and transparency in our words and our actions. In that regard, we work to be good stewards of the resources we are entrusted to use. This includes human, physical, fiscal, and environmental resources.

Excellence
In our pursuit of and commitment to excellence, we value the highest quality of learning and teaching, scholarship, and service. We value opportunities and experiences that support personal and professional development for all members of our community. In all that we say and do, we are committed to the process and products of excellence.

Access to Opportunity
NEIU values access to opportunity; we value a welcoming environment that provides appropriate support as well as encourages mutual responsibility for and commitment to learning.

Diversity
NEIU values the inclusion of a broad spectrum of students, staff, and faculty in the life of the University. We celebrate and foster global perspectives. We encourage the open and respectful expression of ideas and differences in thoughts, experiences, and opinions.

Community
As a commuter institution, NEIU has a special obligation to provide an environment that is supportive, nurturing, and participatory. Such an environment is characterized by civility, fostering humanity and engagement, and creates a sense of community through inclusion, mutual respect, and empowerment. NEIU values our metropolitan setting as a laboratory for learning, and we foster partnerships for

learning, research, and service throughout this dynamic region to promote the public good.

Empowerment Through Learning
NEIU is dedicated to creating a culture that provides life-long learning opportunities for all members of the University community. We are especially committed to transforming students' lives by engaging them in an educational experience that empowers them to graduate with the skills and knowledge to become effective leaders and citizens in their personal and professional lives.

NEIU Baccalaureate Goals

Northeastern Illinois University prepares a diverse community of students for leadership and service in our region and in a dynamic multicultural world. This is achieved through pursuit of the following goals:

1. Intellectual and Practical Skills

- Inquiry, evaluation and analysis
- Critical and creative thinking
- Written and oral communication proficiency
- Original design and performance
- Quantitative literacy
- Information literacy and research experience
- Teamwork and problem solving

2. Immersion in Disciplines and Fields of Study

- Knowledge of human cultures and the physical and natural world
- Mastery of different modes of knowing and integrative learning in a student's major, with a broad awareness of other areas of study
- Ability to synthesize general and specialized studies both within and across disciplines
- Use of classroom knowledge to identify and tackle big questions and the practical issues of everyday life

3. Learning within the Resources of Community and Diversity at NEIU

- Application of knowledge through internships, volunteerism, service learning, student teaching, applied research and writing, creative work and performance, etc.
- Engagement at the personal and community level
- Local and global civic knowledge and participation
- Understanding of the complexities of individual identities
- Intercultural knowledge and competence

These goals promote intellectual development and mastery of knowledge across the curriculum. The experiences of applied learning and engaging diversity foster life-long learning, social responsibility and ethical professionalism in the NEIU graduate.

THE UNIVERSITY

Northeastern Illinois University is a fully accredited public university serving the Chicago metropolitan area. Total graduate and undergraduate enrollment is approximately 11,000.

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.

ACCREDITATION

Northeastern Illinois University is accredited by the Higher Learning Commission of the North Central Association, 30 North LaSalle Street, Suite 2400, Chicago, Illinois 60602, telephone number (312) 263-0456 or (800) 621-7440.

FACULTY

Northeastern employs approximately 400 full-time and 374 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 September, 1867 in Blue Island as the Normal School, Cook County's first teacher training school, the institution has evolved into the comprehensive university that it is today. Its main campus, located at 5500 North St. Louis Avenue, opened in 1961 and was then called, Chicago Teachers College North.

In 1961, total enrollment was 1,348 students, who pursued Bachelor of Arts or Bachelor of Science degrees although the major concentration was primarily in education. Throughout the 1960s, 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.

Today, the 67-acre main campus is an attractively landscaped urban oasis near the north branch of the Chicago River. Its location eight miles northwest of downtown Chicago, only 20 minutes from O'Hare Airport, and convenient to expressways and public transportation, makes it an ideal campus for commuter students.

The main campus consists of 18 modern buildings of more than 1,000,000 square feet. Instruction is supported by technology-enhanced as well as conventional classrooms, a modern four-story library with access to local, regional and Internet resources and a wide assortment of traditional and computer laboratories. A redesigned Student Union, a modern Physical Education Complex and a new, state-of-the-art Fine Arts Center, containing both academic and performance space, complete the opportunities for students to attain an excellent, well-rounded education. Satellite campuses El Centro, the Jacob Carruthers Center for Inner City Studies, Chicago Teachers' Center, and the Multi-University Center in Lake County enhance the University's ability to serve the entire metropolitan area.

Northeastern is a 21st century learning community that is richly diverse in ethnicity, culture, age, and language with a strong commitment to raising global awareness and understanding. Northeastern provides a high quality, affordable education through low tuition as well as scholarships and financial aid opportunities for both full- and part-time students.

ORGANIZATION OF THE UNIVERSITY

The President of the University is accountable to the Northeastern Illinois University Board of Trustees 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, who also serves as one of four vice presidents (Academic Affairs, Finance and Administration, Institutional Advancement, and Student Life).

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.

EQUAL OPPORTUNITY, AFFIRMATIVE ACTION AND ETHICS COMPLIANCE

Natalie Brouwer Potts, Esq., Director

The Office of Equal Opportunity, Affirmative Action and Ethics Compliance monitors compliance with policies and laws which ensure equal opportunity for students, employees and applicants for admission and employment. It is responsible for addressing and investigating, if necessary, student and employee concerns regarding harassment or discrimination based on race, color, religion, sex, pregnancy, disability, national origin, citizenship status, ancestry, age, order of protection status, genetic information, marital status, sexual orientation, gender identity, gender expression, arrest record status, military status, or unfavorable discharge from military service. The Director of this Office serves as the Title IX Coordinator (addressing and making every effort to remedy sex discrimination) and the Americans with Disabilities Act Coordinator (evaluating employees' requests for reasonable accommodation based on a disability). In addition, the Director of this office is the University's Ethics Officer, promoting an ethical environment for the University community and ensuring compliance with state ethics laws.

ACADEMIC AFFAIRS

Richard J. Helldobler, Ph.D., Provost and Vice President

Reporting to the President, the Provost 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, Library and the Graduate College. In addition, Academic Affairs is administratively responsible for the Jacob Carruthers Center for Inner City Studies, El Centro, The Center for Teaching and Learning, Center for Academic Writing, Center for College Access & Success, Enrollment Services, Global Studies, Honors Program, Institutional Research & Assessment, International Programs, MSTQE, Nontraditional Degree Programs, Sponsored Programs, and Weekend Institute.

FINANCE AND ADMINISTRATION

Michael J. Pierick, M.B.A., Vice President

Finance and Administration provides support to the University community through the management of units that contribute to the daily operation of the University. These activities include University Police, Facilities Management, University Budgets, University Technology Services, Procurement and Support Services (Purchasing, Bookstore, Child Care Center, Copier Services, Mailing/Shipping and Receiving, Motor Pool, and Parking) and Business Services (Bursar, Controller, and Human Services).

CHILD CARE CENTER
http://www.neiu.edu/university-life/child-care-center

The Northeastern Illinois University Child Care Center, located on the south end of campus, provides for the care of children ages 15 months to 5 years. The center operates Monday through Friday, from 7:00 a.m. to 6:00 p.m. Half and full day sessions are available. Licensed by the State of Illinois, Department of Children and Family Services, the program offers quality early childhood education by utilizing the best accepted methods and principles of child care.

UNIVERSITY POLICE DEPARTMENT
The University Police Department is responsible for fostering and maintaining a safe and secure campus environment for the University community. The Department is a full service law enforcement agency whose additional responsibilities include security of University property, emergency preparedness and key control to all Northeastern campuses. The Department is open 24 hours a day, 7 days a week and is located in the northwest corner of the Parking Facility. To contact the police in an emergency, dial ext. 5511 on campus. The non-emergency extension is ext. 4100 on campus or 773-442-4100.
Please visit http://www.neiu.edu/university-life/university-police for additional information regarding the services provided by the University Police Department.

INSTITUTIONAL ADVANCEMENT
Melba Rodriguez, B.A., Vice President

Institutional Advancement is responsible for strengthening the University through strategic initiatives, programs, events and campaigns executed by the unit's Offices of Alumni Relations, Development, Marketing and Public Relations. Through these offices, Institutional Advancement works to provide programs for and services to alumni and create opportunities for alumni to reconnect with the University and support it through advocacy, volunteerism and philanthropy; to raise funds beyond those traditionally provided by the State of Illinois and direct the operations of the NEIU Foundation
in collaboration with the Foundation's board of directors, which includes the raising and provision of scholarships and other student aid processed through the Office of Financial Aid, as well as the building of the University's endowment; to raise awareness for and build and enhance the University's reputation within the community, across the nation and around the world; to attract prospective students, faculty and donors; to promote programs and events; and to publicize accomplishments of faculty, staff, students and the University as a whole.

STUDENT AFFAIRS
Frank E. Ross, Ph.D., Vice President
Daniel López, Jr., Ph.D., Associate Vice President
Jermaine F. Williams, Ed.D., Assistant Vice President
Juan R. Guardia, Ph.D., Assistant Vice President
F. Matthew Specht, Acting Assistant Vice President
Sachs Administration Building, C-324
(773) 442-4600

The Division of Student Affairs enhances student success through educationally-purposeful programs and services in an inclusive, multicultural learning community. All of the programs and services within the division are intentionally designed to support the mission of the University, create and sustain optimal learning environments both in and outside of the classroom and provide appropriate challenge and

support for students. The Division of Student Affairs is comprised of the following academic support and co-curricular programs: Academic and Career Advising, Angelina Pedroso Center for Diversity and Intercultural Affairs (African/African American, Asian/Global, Latino/a, LGBTQA, Women's Resource Centers),Campus Recreation, Learning Support Center, New Student and Family Programs, Project Success, Proyecto Pa'Lante, Student Disability Services, Student Health and Counseling Services, Student Leadership and Civic Engagement, Student Rights and Responsibilities, Student Union, Event and Conference Services, and TRIO Student Support Services.

ADVISING AND CAREER DEVELOPMENT CENTERS
Elaine Blair, Ph.D., Director

Career Development Center
Building B, B-119
(773) 442-4697
Advising Center
Lech Walesa Hall, LWH-0027
(773) 442-5470

Academic and Career Advising provides students with the tools and resources to discover, define and accomplish their academic and career goals. Academic advisors provide academic and developmental advising for all undergraduate students who have not declared majors. Students remain with their University advisors until they declare a major, at which time the major department will assign a major advisor. Career advisors assist students in developing appropriate major and career options through individual appointments, assessments, job fairs, and workshops. Career advisors also assist alumni with the successful transition of their academic credentials to the workforce. Academic and Career advisors help students to take responsibility for their academic choices in support of their career aspirations.

THE ANGELINA PEDROSO CENTER FOR DIVERSITY AND INTERCULTURAL AFFAIRS
Juan R. Guardia, Ph.D., Assistant Vice President for Diversity and Intercultural Affairs
Building B, B-159
(773) 442-5449

The Angelina Pedroso Center for Diversity and Intercultural Affairs (APCDIA) brings together NEIU students, faculty, staff, and members of the community at large to celebrate individual differences, promote dialog on topics of diversity and social justice. APCDIA promotes diversity and multiculturalism through workshops, retreats, conferences, and trainings. The APCDIA approaches diversity with a multiple social identity perspective so that people can identify with their specific backgrounds. We foster intercultural awareness, inclusiveness, and respect for all cultures through educational and co-curricular programs and initiatives. We are the home to the Latino, African/African American, Asian/Global, LGBTQA, and Women's Resource Centers. The APCDIA encompasses much more than ethnic and racial identity we, welcome all identifications of national origin, religion, gender, sexual orientation, ability, class, and more.

The programming and initiatives of the Angelina Pedroso Center for Diversity and Intercultural Affairs revolve around the following six-point plan of action:

Advocacy

Understand and represent the needs and concerns of marginalized populations in order to ensure access to opportunity and the infusion of multiculturalism throughout all aspects of campus life while eradicating structural barriers and holding all members of the University community accountable for engagement in the education, success, and graduating students of color.

Social Enrichment
Promote successful engagement and integration into all aspects of NEIU and foster a sense of belonging to the university community by providing varied opportunities to meaningfully interaction with fellow students, faculty, staff, administrators, alumni and members of the community.

Cultural Awareness
Celebrate and strengthen identity, unity, and a sense of pride and dignity in one's own cultural heritage while deepening the appreciation and understanding of other cultures through authentic intercultural dialogue.

Academic Success
Foster an environment of transformative education by providing support, thought-provoking educational experiences, and participatory learning opportunities in order to increase student engagement, retention and graduation through internships, research, service and civic engagement.

Leadership Development
Encouraging and promoting student involvement and enhancing learning while preparing students for the responsible exercise of citizen leadership with careful attention to the pursuit of social justice.

Community Engagement
The Pedroso Center making a footprint in the surrounding neighborhood and the city at large through outreach and initiatives based in communities of color.

African, African American Resource Center
Kimberly Everett, Director

The African, African American Resource Center supports the core values of diversity and multiculturalism in the mission of Northeastern and the APCDIA's commitment to social justice by promoting the successful engagement and integration of African and African American communities and cultures into all aspects of NEIU and foster a sense of belonging to the university.

Asian American/Global Resource Center
Yasmin Ranney, Director

The Asian American/Global Resource Center offers social, cultural, and educational programs that promote knowledge of and foster engagement with issues relating to Asian/Asian American students. The programs enhance the NEIU experience and provide opportunities for integrated learning and development. The Asian American/Global Resource Center promotes community outreach and participation to enhance the Asian experience.

Latino Resource Center
Maria Genoa-Hams, Director

The Latino Resource Center supports the core values of diversity and multiculturalism in the mission of NEIU and the APCDIA's commitments to social justice through Advocacy on behalf of Latina/o students, faculty, staff, alumni, and other interested members of the NEIU community and providing programs and initiatives that enhance social enrichment, cultural awareness, academic success, leadership development, and community engagement.

LGBTQ Resource Center
Anthony Papini, Director

The LGBTQA Resource Center enhances student retention and provides education, student services and programming that support the needs and interests of lesbian, gay, bisexual, transgender and questioning students and their allies in the NEIU community.

Women's Resource Center
Joanna Snawder, Director

The Women's Resource Center enhances student retention and provides education, student services and programming that supports the needs and interests of women in the NEIU community.

CAMPUS RECREATION
Dave Merrill, Director
Physical Education Complex, PE-1111
(773)-442-4135

Campus Recreation provides a variety of recreation opportunities such as open recreation, intramural activities, sport clubs, aquatics, wellness and fitness programming, personal training and instructional programs for all students, faculty, and staff. The facilities include a fitness center with weight training and exercise equipment, a swimming pool, group exercise studios, indoor running track, 2 multi-purpose gymnasiums, racquetball courts and locker rooms. Outdoors are the Athletic Field and 6 tennis courts. Intramural competition is offered in male, female and co-rec divisions. Sports that are typically offered include softball, soccer, volleyball, flag football, tennis, racquetball, basketball, badminton, and table tennis. Sport clubs may include volleyball, soccer, baseball, outdoor adventure, and martial arts.

STUDENT LEADERSHIP DEVELOPMENT
Building E, E-041B
(773) 442-4660

The Student Leadership Development Office is committed to providing meaningful opportunities that assist in challenging and fostering student development through co-curricular activities. The center facilitates forums for nurturing leadership skills, student empowerment, civic engagement, and the development of the student as a whole. The center also cultivates opportunities for experiential learning, development of interpersonal relationships, appreciation for diversity and opportunities for community development. The center provides engaging opportunities that complement the University mission and enhance the Northeastern experience.

Student Organizations
Student life at Northeastern is enhanced by an activities program that includes more than 90 student organizations. Students can participate in Student Government, Greek Life, ethnic organizations,

academic interest groups, 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 Association
Student Government Association (SGA) provides valuable opportunities for students to develop leadership abilities as well as serve on all-university committees and boards. SGA recommends allocation of Student Activity Fees and funding for events sponsored by student organizations. SGA is comprised of 38 elected students who represent the interests of Northeastern students to the Board of Trustees, administration and faculty.

The SGA is a part of the shared governance system of the University, which places students in positions of importance on a wide variety of committees whose decisions affect all aspects of the campus community.

COUNSELING SERVICES
Vacant
Building D, D-024
(773) 442-4650

Counseling Services provides counseling and mental health services to NEIU students free of charge.

Counseling and therapy is provided to help students understand and deal with emotional distress, relationship difficulties and personal concerns, freeing them to make clearer and healthier decisions. Explore personal life problems including anxiety, depression, suicidal thoughts, relationship problems, anger, addictions, and many other difficulties that may cause stress and disrupt their life. All current Northeastern students are eligible to receive up to 50 individual or couple counseling sessions. Group sessions are also provided, depending on availability. Faculty and staff are also eligible for some limited services. Services provided include individual counseling or therapy, group therapy, couple counseling, referrals and consultation. When additional services are needed, referrals can be made to outside providers.

LEARNING SUPPORT CENTER
Katherine Gleiss, Director
Ronald William's Library, LIB-454
773-442-4568

The Learning Support Center (LSC) provides peer-focused academic tutoring for individuals and groups in General Education, Math Development, college level math, and selected Arts and Sciences courses. The primary emphases are promoting active learning strategies, encouraging student engagement, and providing content support. Academic support is provided to students who are seeking assistance with understanding course concepts and preparing assignments, along with developing an improved learning system for college which includes motivation, time management, organization, learning styles, academic engagement, and learning strategies for note taking, textbook reading, and test taking. Graduate and undergraduate students are carefully selected on the basis of their own academic achievement by faculty and given supervision, training, and support to serve as tutors, mentors, and academic coaches. Additionally, the LSC provides all NEIU students an area for learning groups and an opportunity to learn with other students. Appointments are strongly encouraged, and students are welcome to drop in to discuss their individual academic support needs.

NEW STUDENT AND FAMILY PROGRAMS
Meagan Mitchell, Director
C-520
773-442-5373

New Student and Family Programs is designed to focus on the successful transition of entering first-year and transfer students. This office coordinates New Student Orientation, the Testing Services for English (Writing and Reading) and Mathematics placement, Summer Transition Program, Orientation Leaders, and Family and Parent Programming.

New Student Orientation
Orientation assists new students with a successful transition to Northeastern Illinois University by preparing students for the academic, social, and cultural opportunities and climate of the University, while also supporting parents, partners, guardians, and children of new students.

Testing Services
Testing Services administers and coordinates placement testing in English (Writing and Reading) and Mathematics.

Summer Transition Program
The Summer Transition Program (STP) prepares first-year admitted students for Northeastern Illinois University (NEIU) college level coursework for the fall semester and a successful academic and social transition, in order to enhance student retention and increase degree attainment. STP is a comprehensive six-week program preparing students for a successful transition from high school to Northeastern Illinois University. The Program is designed to enhance math skills, reading comprehension, and writing skills prior to the first college semester. STP participants will also enroll in a 3-credit general education course and participate in the following workshops: career exploration, leadership and diversity, health and wellness, and civic engagement.

PROJECT SUCCESS
Gerald Mitchell Jr., Ed.D., Director
Lech Walesa Hall, LWH-4029
(773) 442-4980

Established at Northeastern Illinois University in 1968, Project Success is an academic support services program that has historically and continues to serve African-American or first generation college students who demonstrate academic potential, but do not meet the general university admissions requirements.

Project Success is also a University admitting body, responsible for recruiting and admitting students. Students in this program 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.

Students receive guidance and support from academic advisors until the requirements to declare a major are met and/or four semesters have transpired since the student enrolled at NEIU. In addition, the program offers integral information about transitioning and excelling in college, via 3-credit

academic transition courses taught by Project Success advisors. These courses complement the program's objectives to provide personal and academic support services designed to increase scholastic achievement and persistence towards graduation.

ACAD-101B Special Program Seminar I: Project Success, 3 cr. This course covers college success strategies by: 1) developing students' self-awareness and self-assessment; 2) promoting a better understanding and appreciation of educational, cultural and professional environments and specifically, the NEIU environment and 3) cultivating and enhancing students' learning, organizational and critical thinking skills as well as helping students define career options while integrating computer technology. Students will also understand and apply appropriate general education concepts.
ACAD-102B Special Program Seminar II: Project Success, 3 cr. This course reviews college success strategies as described in ACAD 101B-Special Program Seminar I: Project Success and is designed for students who have not successfully completed the first Fall term or have not earned a C or better grade in ACAD 101C at Northeastern based on the Project Success Achievement Agreement.
ACAD-102E Special Program Seminar II: Project Success-Pan-African Studies, 3 cr. Designed to further increase the retention of primarily African-American students by developing their self-esteem through continued emphasis on increasing reading and writing/research skills acquired through the study of African/African-American people, culture and experiences.
ACAD-102F Special Program Seminar II: Project Success- Asian American Experience, 3 cr. Designed to further increase the retention of primarily Asian American students by developing their self-esteem through continued emphasis on enhancing reading, writing, and communication skills acquired through the teaching of topics concerning the Asian-American culture and experience.

PROYECTO PA'LANTE
Angelica Rivera, Ph.D., Director
Lech Walesa Hall, LWH-4029
(773) 442-5460

Proyecto Pa'Lante is an academic support services program that has historically and continues to serve Latino students who demonstrate academic potential, but do not meet the general University admissions requirements. Proyecto Pa'Lante is also a University admitting body, responsible for recruiting and admitting students.

Students in this program 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. Students receive guidance and support from an academic advisor until the requirements to declare a major are met.

In addition, the program offers integral information about transitioning and excelling in college, via 3-credit academic transition courses taught by Proyecto Pa'Lante advisors. These courses complement the program's objectives to provide personal and academic support services designed to increase scholastic achievement and persistence toward graduation.

Proyecto Pa'Lante es un programa de apoyo académico creado para reclutar principalmente a estudiantes de origen Latino que demuestran potencial académico, pero que tal vez no cumplen con los requisitos generales obligatorios para su admisión a la Universidad. Proyecto Pa'Lante es responsable

de reclutar y admitir a sus estudiantes. Estudiantes en este programa reciben un periodo de ajuste académico de dos años para cumplir los requisitos académicos de la Universidad. Se requiere que los estudiantes participen activamente y demuestren evidencia de su progreso académico.
Los estudiantes reciben la orientación y apoyo de un consejero académico hasta que el estudiante haya cumplido los requisitos para declarar su carrera académica. El programa ofrece a los estudiantes información que los ayuda a hacer la transición a la universidad a través de dos clases de 3 créditos que son instruidos por los consejeros académicos. Estas clases complementan los objetivos del programa de proveer apoyo personal y académico a los estudiantes para mejorar así su progreso académico y la persistencia para adquirir un título universitario.

Proyecto Pa'Lante Seminars
ACAD-101C Special Program Seminar I: Proyecto Pa'Lante, 3 cr. This course covers college success strategies by (1) developing students' self-awareness and self-assessment; (2) promoting a better understanding and appreciation of education, cultural and professional environments and specifically, the NEIU environment, and (3) cultivating and enhancing students' learning, organization and critical thinking skills and define career options while integrating computer technology. Students will also understand and apply appropriate general education concepts.
ACAD-102C Special Program Seminar II: Proyecto Pa'Lante, 3 cr. This course covers college success strategies as described in ACAD 101C-Special Program Seminar I: Proyecto Pa'Lante and is designed for students who have not successfully completed the first Fall term or have not earned a C or better grade in ACAD 101C at Northeastern based on the Proyecto Pa'Lante Achievement Agreement.

STUDENT DISABILITY SERVICES
Doug Lawson, Director
Building D, D-104
(773) 442-4595, SDS@neiu.edu

Student Disability Services provides students with physical and learning disabilities "reasonable accommodations" in compliance with Section 504 of the 1973 Rehabilitation Act and the American with Disabilities Act of 1990. Prior to receiving services, students must self-identify with Student Disability Services, who will assist students with the accommodation process. The program provides services which include, but are not limited to, ASL interpreters, note-taking services, reader/scribe assistance for exams, texts in alternate formats, TTY telephone access, and a quiet environment to take exams. Students with disabilities are encouraged to visit the office as soon as possible to ensure their accommodations are put in place.

STUDENT HEALTH SERVICES
Jessica Lettow, Assistant Director
Building E, E-051
(773) 442-5800

Student Health Services (SHS) at Northeastern Illinois University offers a variety of screening tests, health counseling, health education and well-woman care services. SHS is a small nurse-run health clinic supported entirely by student fees, and therefore only serves currently enrolled students.

Faculty and staff are encouraged to seek out their primary health care physician. Although Student Health Services are exclusively for enrolled current students, SHS staff offer health education events throughout

the academic year for the entire campus community. The health services staff are also available to offer assessment and recognition of medical emergencies and/or effective first aid methods upon request.

While SHS can provide simple first aid care in the facility, SHS does not have emergency equipment and should not be considered as a viable resource in the event of a medical emergency. In case of emergency, University Police should be immediately contacted at ext. 5511 so they can call the paramedics and assist them in reaching the emergency location on campus. Seconds count in such circumstances, and a misplaced call to the wrong resource could cost a life.

Student Health Insurance Policy
All full-time undergraduates are automatically covered by Student Health Insurance. Students who have equal or better health insurance may cancel the insurance fee by completing a waiver form and by providing proof of coverage from an alternate insurance carrier. Part-time and graduate students taking at least 6 or 3 credit hours respectively may apply for this coverage by paying the insurance premium to the cashier when paying their tuition bill. Insurance cards are mailed to the students.

STUDENT RIGHTS AND RESPONSIBILITIES
Sharron Evans, Director
Building B, B-119
(773) 442-4610

Student Rights and Responsibilities (SRR) advances a progressive, innovative, and learning-centered program responsible for leading the student community in decision-making that promotes civility and student success. SRR is responsible for administration and interpretation of the Student Code of Conduct and serves as a "universal starting point" for students who need assistance in exploring and addressing their concerns and grievances toward faculty, staff, individual offices, or other students. SRR offers services that include conflict coaching, mediation, and restorative justice circles facilitation.

STUDENT UNION, EVENT AND CONFERENCE SERVICES
Kyle Burke, Director
Student Union, SU 207
(773) 442-4630

Student Union, Event and Conference Services oversees efficient scheduling of all University facilities for meetings, conferences and events; coordinates all event logistical planning, dining and catering services, facility rentals, and on-campus vendor table rentals; and operates the University Information Center and Box Office. The Student Union is the center of student activity on campus. Located in the heart of the campus, the Student Union provides lounges, meeting rooms, and the cafeteria. The union also houses the Information Center and Box Office where one may rent a locker, purchase tickets for local events, obtain a student ID card, pick up your CTA U-Pass, and receive campus information. The administrative office for dining and catering services is also housed in the lower level of the Student Union.

I.D. CARD AS A COPY CARD
Your NEIU ID card can be used as a copy card at photocopiers, or to pay for printing in the computer labs and library microfilm printers. Students, faculty, and staff must have a NEIUport NetID and NEIU ID card (with self-assigned 4-digit PIN) in order to print, scan, and photocopy on campus. Users are required to set up a four digit PIN to use their ID cards and access their print allowance. Users can set and reset their 4-digit PIN at http://print.neiu.edu. Registered students at Northeastern have a 7,500 point Print Quota that

will reset at the beginning of each semester for which they are registered. The Print Quota can be used for printing, scanning, and photocopying on campus. For security purposes, print quota PIN and NetID PASSWORDS should not be shared among users. Any unused Print Quota does not roll over to the following semester. There are no refunds for unused portions of the Print Quota. For those students that exceed their Print Quota, additional value can be added to the ID card at one of the "Add Value" stations located on campus. For more information on using the Northeastern ID for printing, scanning and photocopying, setting or resetting the four-digit PIN, and to view individual printing, scanning, and photocopying activity go to http://print.neiu.edu.

I.D. CARD POLICY

All students enrolled in Northeastern Illinois University are required to obtain a Northeastern Illinois University identification card and maintain this card in their possession while attending functions of Northeastern Illinois University. This card must be presented on demand for the purposes of official university identification. The card is available at the Information Center. There is no charge for the first ID issued; however, there is a charge to replace a lost ID. To obtain your ID card, you must present proof of registration for the current semester and a photo ID (such as a valid driver's license).

The ID card is automatically validated upon payment of required fees each term. The ID card must be presented to check books out of the library, gain access to the Physical Education facility, pick up loan checks, vote in student elections, and enter university events. The ID card also may be used for photocopies or to pay for printing in the computer labs and the library microfilm printers.

TRIO STUDENT SUPPORT SERVICES

(Access, Achieve, and Teacher Preparation)
Terri Hlavin, Director
Ronald Williams Library, LIB-412
(773) 442-4971

TRIO Student Support Services programs (Access, Achieve and Teacher Preparation) engage NEIU undergraduate students from enrollment through graduation, providing or negotiating a range of support services to increase academic performance and graduation.

Students meeting one of these criteria are eligible: first generation students, low-income students, or students with disabilities. Individualized services include: academic, career, and personal advising, financial aid and scholarship guidance, personal and leadership development, college success workshops, and tutoring and peer mentoring. Three TRIO programs serve the needs of NEIU students:

The Access program serves students experiencing impairments of educational access or performance due to a disability including: learning and cognitive disabilities, psychiatric and neurological symptoms, physical and sensory impairment, and chronic health conditions.

The Achieve program serves first generation or low-income students from all majors, providing assistance in developing individual strategies for personal and academic college success in areas such as choosing a major, paying for college, and developing an educational plan leading to graduation.

The Teacher Preparation program serves students majoring in education, supporting them on their path toward university graduation and teacher licensure through services such as licensure test preparation, and personal, academic, and professional development workshops.

ADMISSIONS

ADMISSIONS AND TRANSFER CENTER

The Admissions Office is part of Enrollment Services (D130), and assists prospective undergraduate students with the process of applying for admission and learning more about opportunities at Northeastern Illinois University. Admissions Counselors review admission requirements and procedures, discuss academic programs, and explain how transfer credits apply toward university degree requirements. For more information contact the Admissions Office at (773) 442-4050 or visit our website at www.neiu.edu/Admissions.

GENERAL INFORMATION

Factors considered in evaluating an applicant for admission to Northeastern include: the high school program of studies, rank in class and standardized test scores. A non-refundable application fee of $30.00 must be submitted with all applications. Applications received without the required fee will not be processed.

ADMISSIONS REQUIREMENTS AND APPLICATION PROCEDURES

CLASSIFICATION AND DEFINITION	REQUIREMENTS FOR ADMISSION	HOW TO APPLY FOR ADMISSION
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.	The applicant must have graduated from high school or have a passing score 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 ACT composite score of 19, or a minimum SAT score of 890, and successful completion of high school program of studies.	1. Submit application for admission with a $30.00 application fee to the Admissions Office. We encourage students to apply online for faster processing. 2. Arrange to have an official high school transcript from each high school attended or GED transcript and ACT/SAT scores sent directly to the Admissions Office. If you attended high school outside the United States you must provide an evaluation from Educational Credentials Evaluators, Inc. (ECE) or World Education Services (WES). 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 DD214. 5. If you are a Permanent Resident of the United States, attach a clear photocopy of the front of your Permanent Resident card. If you have been granted temporary residence, conditional entrance, are a parolee, refugee, asylee, or in the process of becoming a Permanent Resident, you must submit appropriate U.S. Citizenship and Immigration Services documentation and/or copy of a valid visa.

SUBJECT REQUIREMENTS FOR FRESHMEN

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

4 years of English (emphasizing written and oral communications and literature)

3 years of Social Science (emphasizing history and government)
3 years of Mathematics (introductory through advanced algebra, geometry, trigonometry, or fundamentals of computer programming)
3 years of Science (laboratory science)
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 24 hours of transferable credit, who meet all criteria for admission except high school subject requirements, may be admitted on a provisional basis.

CLASSIFICATION AND DEFINITION	REQUIREMENTS FOR ADMISSION	HOW TO APPLY FOR ADMISSION
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.	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 24 semester hours of college credit must also meet freshman requirements.	1. Submit application for admission with a $30.00 application fee to the Admissions Office. We encourage students to apply online for faster processing. 2. Arrange to have official transcripts sent directly to the Admissions Office from all colleges and universities attended. If you attended high school or college outside the United States you must provide an evaluation from Educational Credentials Evaluators, Inc. (ECE) or World Education Services (WES). 3. If you have earned less than 24 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 21 years of age or older. 4. If you are a veteran, you must submit a photocopy of your DD214. 5. If you are a Permanent Resident of the United States, attach a clear photocopy of the front of your Permanent Resident card. If you have been granted temporary residence, conditional entrance, are a parolee, refugee, asylee, or in the process of becoming a Permanent Resident, you must submit appropriate U.S. Citizenship and Immigration Services documentation and/or copy of a valid visa.
Second Bachelor's Degree A student who has earned a bachelor's degree and wishes to earn a second undergraduate degree. If the degree was earned outside of the United States, the ECE evaluation must state that the degree is equivalent to a U.S. bachelor's degree. If it is not equivalent the student will be processed as a transfer student. NOTE: 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 with a $30.00 application fee to the Admissions Office. We encourage students to apply online for faster processing. 2. Arrange to have an official transcript sent showing graduation from the college or university which awarded the previous degree. If your degree was received from a college or university outside the United States you must provide an evaluation from Educational Credentials Evaluators, Inc. (ECE) or World Education Services (WES). 3. If you are a Permanent Resident of the

		United States, attach a clear photocopy of the front of your Permanent Resident card. If you have been granted temporary residence, conditional entrance, are a parolee, refugee, asylee, or in the process of becoming a Permanent Resident, you must submit appropriate U.S. Citizenship and Immigration Services documentation and/or copy of a valid visa.
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 also submit a written letter of petition to the Academic Standards Committee. NOTE: Undergraduate students who reenter the university after an absence of three or more full terms must meet the requirements of the catalog under which the student is re-admitted.	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 with a $30.00 application fee to the Admissions Office. We encourage students to apply online for faster processing. 2. Arrange to have official transcripts sent from any colleges or universities attended since leaving Northeastern. 3. If you are a Permanent Resident of the United States, attach a clear photocopy of the front of your Permanent Resident card. If you have been granted temporary residence, conditional entrance, are a parolee, refugee, asylee, or in the process of becoming a Permanent Resident, you must submit appropriate U.S. Citizenship and Immigration Services documentation and/or copy of a valid visa. 4. International Students must submit a new/updated Northeastern Financial Statement and required supporting documents.
International Students Students from other countries who carry a valid visa or are applying to the university as an international student. International Students with an F1 Visa are eligible for admissions to degree programs only, with exception that they may apply as an undergraduate student-at-large for the Summer session only, provided they submit a copy of their I-20, I-94, visa letter from the Designated School Official (DSO) of their home school giving permission to attend and affirming the home school will take responsibility in making sure the student stays in status. J Visa holders must submit a copy of their DS-2019, I-94 and visa and may attend one semester only during the summer. NOTE: Students must complete their files by the published deadline for the term in which the student is applying to ensure proper processing of I-20 forms.	Students with J visas must apply as a student-at-large unless they intend to become a full-time degree seeking student and must then apply as an international student. Students who are out-of-status will not be considered for admission. You must meet the admission requirements for freshmen or transfer students, whichever is applicable. You must pass the written version of the Test of English as a Foreign Language (TOEFL) with a minimum score of 500 or you must pass the computerized version of the TOEFL test with a minimum score of 173 or the internet based test with minimum score of 61. The International English Language Testing System (IELTS) may be submitted in lieu of TOEFL. An IELTS minimum score of 6 is required. You must file a Northeastern Financial	1. Submit application for admission with a $30.00 application fee to the Admissions Office. We encourage students to apply online for faster processing. 2. Submit official copies of transcripts of schools attended within the United States. All transcripts from non U.S. colleges or universities must be evaluated by Educational Credential Evaluators, Inc. (ECE) or World Education Services (WES). 3. Arrange to have official TOEFL scores sent to the Admissions Office. 4. Submit complete and notarized Northeastern 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. 5. If applicant is currently in the United States, a copy of the I-94 must also be submitted. 6. You must indicate your home country address on the application form. Additional information may be requested by the Office of International Programs such as transfer

An I-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.	Statement that indicates your sponsor has sufficient finances to support you for the duration of your stay in the United States.	release forms, proof of Optional Practical Training (OPT) and additional financial statements.

CLASSIFICATION AND DEFINITION	REQUIREMENTS FOR ADMISSION	HOW TO APPLY FOR ADMISSION
Student-at-Large With Degree Students with bachelor's or graduate degrees who wish to enroll at Northeastern as non-degree candidates. Students who wish to enter a master's program must make formal application to the Graduate Admissions Office. A maximum of nine credit hours taken in this at-large classification may apply toward a master's degree. Courses are not automatically accepted into a master's program. Such work would have to correspond to specific program requirements and satisfy all scholastic requirements of the master's program. Students-at-Large with degree are not eligible to receive Financial Aid.	Graduation from a regionally accredited college or university.	1. Submit Student-at-Large application for admission with a $30.00 application fee to the Admissions Office. We encourage students to apply online for faster processing. 2. Submit official transcript from which the highest degree was awarded. 3. If you are a Permanent Resident of the United States, attach a clear photocopy of the front of your Permanent Resident card. If you have been granted temporary residence, conditional entrance, are a parolee, refugee, asylee, or in the process of becoming a Permanent Resident, you must submit appropriate U.S. Citizenship and Immigration Services documentation and/or copy of a valid visa. NOTE: If you have previously attended Northeastern Illinois University as an undergraduate student, you must submit proof of your degree to the Admissions Review and Processing Office.
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. Students-at-Large without degree are not eligible to receive financial aid. Students-at-Large who later apply as degree-seeking students and are denied will not be allowed to continue to enroll in the Student-at-Large status. An appeal may be submitted to the Admissions Appeal Committee.	Graduation from high school or Satisfactory completion of the G.E.D.	1. Submit Student-at-Large application for admission with a $30.00 application fee to the Admissions Office. We encourage students to apply online for faster processing. 2. If you are a Permanent Resident of the United States, attach a clear photocopy of the front of your Permanent Resident card. If you have been granted temporary residence, conditional entrance, are a parolee, refugee, asylee, or in the process of becoming a Permanent Resident, you must submit appropriate U.S. Citizenship and Immigration Services documentation and/or copy of a valid visa. NOTE: Transcripts are not required.

Veterans

Persons returning from at least one year of 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 admission decisions, and may be eligible for advanced registration.

International students who carry F or J visas must complete their files by the published International student deadline for the term in which the student is applying in order to ensure proper processing of the I-20 form or DS-2019.

All transcripts and other documents submitted in support of a student's application for admission become the property of the university. The Admissions Review and Processing 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 may be cause for dismissal. An administrative hold will be put on the student's record blocking further registration. Petitions to reenter will be reviewed by the Admissions Appeal Committee.

ADMISSION THROUGH PETITION

Undergraduate applicants who are not granted admission may submit an admission portfolio for reconsideration. The portfolio must include a personal statement from the student explaining the reasons for their academic standing. Two letters of recommendations from instructors or counselors are also required. Admission portfolios will be reviewed by an Admissions Appeal Committee. Contact the Admissions Office for additional information.

DUAL ADMISSION PROGRAM

Northeastern Illinois University has signed an agreement with the College of Lake County, William Rainey Harper College, College of DuPage, City Colleges of Chicago, Joliet Junior College, Oakton College, MacCormac College, Morton College, St. Augustine College, and Triton College that allows for concurrent admissions to the community college and Northeastern Illinois University. Under the agreement, students who wish to participate must meet the admissions requirements of both institutions as well as admission requirements of the NEIU program in which they desire to major or minor. This agreement simplifies the transfer process. Both institutions will provide students with orientation and other services to guarantee a seamless transfer process.

Students who wish to be admitted to Northeastern Illinois University will submit an application to both NEIU and to one of the above community colleges. The applications and academic credentials will be reviewed by both institutions. Students who enroll in the program will have full access to NEIU's offices of Enrollment Services, Academic Advising, and Financial Aid. Students must maintain continuous full- or part-time enrollment with a 2.0 grade point average to remain eligible for the dual admissions program.

Students who are interested in this program should contact the Admissions Office at Northeastern Illinois University.

STUDENT RIGHT TO KNOW ACT

In compliance with federal regulations, Northeastern Illinois University discloses our graduation rate to students, prospective students, and the general public, upon their request. Information regarding our

graduation rate can be found at http://www.neiu.edu/about/office-institutional-research-and-assessment, (click on Data Digest, then, Graduation and Retention rates). A printed copy may be obtained by sending a written request to Northeastern Illinois University, Office of Enrollment Services, Graduation Rate, 5500 N. St. Louis, Chicago, Illinois 60625.

TRANSFER OF COLLEGE CREDIT

Beginning with admission to the Fall 1993 semester, students graduating with an approved ICCB (Illinois Community College Board) Model AA, AS, or AAT degree prior to transferring 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.
- 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 Higher Learning Commission (HLC).
- 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. There is a limit of 30 semester hours.
- 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** and must include a semester hour assignment and grade 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 may be accepted by Northeastern upon request once the institution has been officially accredited. Proof of accreditation and candidacy period are required.
- Science and education courses which are 15 years old or more are not transferable to NEIU without special departmental and/or college approval.
- Business courses which are 6 years old or more are generally not applicable toward a Business and Management major for reasons of datedness.
- 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 college/university must earn as a **minimum** 30 hours of course work **in residence** at Northeastern to be eligible to graduate.
- **Community College work:** A maximum of 64 semester hours will be accepted in transfer from a community college and used toward graduation. Students who have completed more than 64 hours at a community college will only have 64 hours reflected on the NEIU transcript. Students who need to have a transfer course not listed on their NEIU transcript added may complete a Request for Re-evaluation form available at the Enrollment Services Center. Adjustments will only

be made for courses that are required for a student's major or minor and the request must be accompanied by a memo from the advisor.

- **Senior College work:** A maximum of 90 semester hours is counted toward graduation. Students who have completed more than 90 hours will only have 90 hours reflected on the NEIU transcript. Students who need to have a transfer course not listed on their NEIU transcript added may complete a Request for Re-evaluation form available at the Enrollment Services Center. Adjustments will only be made for courses that are required for a student's major or minor and the request must be accompanied by a memo from the advisor.

A degree evaluation is prepared by the Admissions Review and Processing Office for all transfer students admitted to Northeastern. 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.

Students attending community colleges should check with their community college counselors or the NEIU Transfer Center to select appropriate courses for transfer to Northeastern.

Illinois Articulation Initiative (IAI)
Northeastern Illinois University is a participant in the Illinois Articulation Initiative (IAI), a statewide agreement that allows transfer of the completed Illinois General Education Core Curriculum between participating institutions. Successful completion of the General Education Core Curriculum at any participating college or university in Illinois assures transferring students that lower-division general education requirements for an associate or baccalaureate degree have been satisfied and allows students to transfer this portion of an associate or baccalaureate degree from one participating IAI Institution to another without incurring a loss of credit. This agreement is in effect for students entering as a first time student in summer 1998 (and thereafter). For more information visit the IAI web site at http://www.iTransfer.org.

The Illinois Transferable General Education Core curriculum consists of 12 to 13 courses, or 37 to 41 hours of credit, within a five-category designation. The general requirements are as follows:

Communication	3 courses (9 credits)
Humanities and Fines Arts	3 courses (9 credits)
Mathematics	1 course (3 credits)
Physical and Life Sciences	2 courses (7 to 8 credits)
Social and Behavioral Sciences	3 courses (9 credits)

Illinois Articulation Initiative Course Requirements:

Communication (3 courses, 9 semester hours)

IAI Course Number and Title	Northeastern's Course and Credit Hours
C1 900 Writing Course Sequence	ENGL 101 3 hrs.
C1 901R Writing Course Sequence	ENGL 102 3 hrs.
C2 900 Oral Communication	CMTC 101 3 hrs.

A grade of C or better is required in C1 900, ENGL 101 or C1 901, ENGL 102.

Humanities and Fine Arts (3 courses, 9 semester hours)

IAI Course Number and Title	Northeastern's Course and Credit Hours
F1 900 Music Appreciation	MUS 101 3 hrs.
F1 906 Appreciation of Dance as an Art Form	DANC 101 3 hrs.
F1 907 Theatre Appreciation	CMTT 130 3 hrs.
F2 900 Art Appreciation	ART 101 3 hrs.
F2 901 History of Western Art I	ART 106 3 hrs.
H3 902 Introduction to Drama	ENGL 202 3 hrs.
H3 903 Introduction to Poetry	ENGL 201 3 hrs.
H3 905 Introduction to Shakespeare	ENGL 220 3 hrs.
H3 912 Survey of British Literature I	ENGL 221 3 hrs.
H3 913 Survey of British Literature II	ENGL 222 3 hrs.
H3 914 Survey of American Literature I	ENGL 218 3 hrs.
H3 915 Survey of American Literature II	ENGL 219 3 hrs.
H4 900 Introduction to Philosophy	PHIL 102 3 hrs.
H4 904 Ethics	PHIL 213 3 hrs.
H4 905 Philosophy of Religion	PHIL 211 3 hrs.
H4 906 Introduction to Logic/Critical Thinking	PHIL 101 3 hrs.
HF 907D Cultural Expression of Gender	WSP 101 3 hrs. (+)

One Humanities and one Fine Arts course is required.
+ Course examines aspects of human diversity within the United States

Mathematics (1 course, 3 semester hour

IAI Course Number and Title	Northeastern's Course and Credit Hours
MI 900-1 College-level Calculus I	MATH 187 4 hrs.
MI 900-2 College-level Calculus II	MATH 202 4 hrs.
MI 900-3 College-level Calculus III	MATH 203 4 hrs.
MI 905 Discrete Mathematics	MATH 251 3 hrs.

Physical and Life Sciences (2 courses, 7-8 semester hours)

IAI Course Number and Title	Northeastern's Course and Credit Hours
P1 900L General Education Physics	PHYS 110 3 hrs.
P1 902L General Education Chemistry	CHEM 110 3 hrs.
P1 903 Chemistry and Society	CHEM 103 3 hrs.
P1 905L Earth Science	ESCI 121 3 hrs.
P1 906 Introduction to Astronomy	PHYS 103 3 hrs.
P1 908 Environmental Geology	ESCI 123 3 hrs.
L1 900L General Education Biology	BIO 100 3 hrs.
L1 905 Environmental Biology	BIO 104 3 hrs.

One Life Science and one Physical Science course is required, one of which must be a lab.

Social and Behavioral Science (3 courses, 9 semester hours)

IAI Course Number and Title	Northeastern's Course and Credit Hours
s1 901n Introduction to Cultural Anthropology	ANTH 212 3 hrs.(++)
S1 902 Introduction to Physical Anthropology	ANTH 215 3 hrs.
S2 900 United States History I	HIST 214 3 hrs.
S2 901 United States History II	HIST 215 3 hrs.
S2 902 History of Western Civilization I	HIST 111A 3 hrs.
S2 903 History of Western Civilization II	HIST 111B 3 hrs.
S2 906N History of Africa I	HIST 111E 3 hrs. (++)
S2 908N History of Asia and the Pacific I	HIST 111C 3 hrs. (++)
S2 910N History of Latin America	HIST 111D 3 hrs. (++)
S3 901 Principles of Macroeconomics	ECON 215 3 hrs.
S3 902 Principles of Microeconomics	ECON 217 3 hrs.
S4 900N Introduction to Human Geography	GES 104 3 hrs. (++)
S5 900 American US National Government I	PSCI 216 3 hrs.
S5 903 Principles of Political Science	PSCI 210 3 hrs.
S5 905 Comparative Government	PSCI 251 3 hrs.
S6 900 General Psychology I	PSYC 100 3 hrs.
S6 902 Life-span Developmental Psychology	PSYC 110 3 hrs.
S6 903 Child Psychology	PSYC 215 3 hrs.
S7 900 Introduction to Sociology	SOC 100 3 hrs.
S7 902 Marriage and Family	SOC 214 3 hrs.

Two disciplines must be represented from the following list: Anthropology (S 1), History (S2), Economics (S3), Geography (S4), Political Science (S5), Psychology (S6), and Sociology (S7).

++ Course examines aspects of human diversity from a non-U. S./non-European perspective

Those students who have not completed the entire General Education Core Curriculum prior to transferring to Northeastern will be required to complete Northeastern's General Education program. However approved IAI courses taken at participating schools will be used towards Northeastern's General Education program.

Students transferring to another institution, who have completed at least 37 semester hours, may request an audit, via the re-evaluation form request, of their records determine completion of the Illinois Transferable General Education Core Curriculum. If complete, the University will certify completion of the Illinois Transferable General Education Core requirements on the student's transcript.

VETERANS SERVICES OFFICE

The Veterans Services Office provides veterans, active military members, and their families guidance on obtaining their federal and state military educational benefits. The office strives to assist the military community with all aspects of their NEIU experience as well as providing referrals at the state and federal level within the Department of Veterans Affairs.

Please visit the Veterans Services Office, located in building D130, in the Admissions, Transfer, and Veterans Services Center, to explore more about the veterans' resources NEIU offers. For more information, call 773-442-4070, email veterans@neiu.edu or visit our webpage, www.neiu.edu/future-students/veterans-services.

Prospective students are encouraged to contact the Veterans Admissions Outreach Specialist at 773-442-4005 for an initial assessment of eligibility and to help navigate the application process.

CREDIT FOR MILITARY SERVICE

Four credit hours are awarded to veterans who have been honorably discharged and have served a minimum of one year on active duty or in the guard/reserve. Veterans must submit copy 4 of their DD214 to the Admissions Review and Processing 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. In order to grant credit to veterans for service/school training, veterans must provide transcripts. These transcripts are free to all eligible soldiers, sailors, marines, and airmen. More details are available at the following web sites.

USAF—CCAF Transcripts http://www.au.af.mil/au/ccaf/transcripts.asp Joint Services Transcripts for Army, Coast Guard, Marine Corps, and Navy are requested at https://jst.doded.mil/ smart/signin.do

The student must file the Request for Evaluation form available in Enrollment Services (D-101).

ROTC PROGRAMS

Air Force ROTC

Students may enroll in the Air Force ROTC program at the Illinois Institute of Technology (IIT). 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, $600 a year towards textbooks, and $250-400 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 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 10 W. 21st Street (IIT Stuart Building) in Chicago.

Military Science (Army ROTC)

Military Science (Army ROTC) is offered through Northeastern Illinois University in conjunction with Loyola University Chicago. Loyola is the host school for all of Army ROTC in the northern Chicago area. Basic course classes for freshman and sophomores are open to all students and require no prerequisites. The advanced portion of the course for junior and seniors, is only open to those students who meet special ROTC criteria.
All lecture courses, physical training courses and Leadership Labs are offered off campus at Loyola University Chicago or alternate locations near Northeastern. Army ROTC is time-intensive and on average meets five times per week or more. For further information on scholarships opportunities call the Recruiting Operations Officer at Loyola University Chicago, Army ROTC at (773) 508-8980.

STUDENT DEPARTURE FOR MILITARY SERVICE

Students who, during the course of an academic term, enter active military service including National Guard and Reserve active duty and are not in attendance at the end of the term will receive course credit upon completion of the course or a refund of tuition and fees. Students should contact the Veterans Services Office in Enrollment Services for specific information.

CREDIT FOR ADVANCED PLACEMENT (AP)
Students who have successfully completed Advanced Placement exams may receive college credit for this work. Please refer to the Advanced Placement Transfer Guide for Information about the subjects and minimum passing scores. The guide is available online or in Enrollment Services.

Please send official Advanced Placement score reports to the Admissions Review & Processing Office for review. A maximum of 30 credit hours may be awarded for Advanced Placement exams. This credit is included in the maximum of 64 semester hours transferable from community colleges.

CREDIT FOR CLEP
Students who have successfully completed CLEP general or subject exams may receive college credit for this work. Please refer to the CLEP Transfer Guide for information regarding transferable subjects and minimum passing scores. The guide is available online or in Enrollment Services.

Please send official CLEP score reports to the Admissions Review & Processing Office for review. A maximum of 30 credit hours may be awarded for CLEP exams. This credit is included in the maximum of 64 semester hours transferable from community colleges.

CREDIT FOR INTERNATIONAL BACCALAUREATE (IB)
Students who successfully complete the International Baccalaureate Diploma Programme may receive college credit for this work. Please refer to the International Baccalaureate Transfer Guide for information regarding transferable subjects and minimum passing scores. The guide is available online or in Enrollment Services.

Please send official IB score reports to the Admissions Review & Processing Office for review. A maximum of 30 credit hours may be awarded for International Baccalaureate exams. This credit is included in the maximum of 64 semester hours transferable from community colleges.

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 in which 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. Students who are readmitted to the University must re-declare their major.

The University requires all undergraduate students to declare a major by the time they have earned a total of 45 credit hours. Students who have not completed the prerequisites necessary to declare a major must declare a pre-major.

FINANCIAL AID OFFICE

Northeastern Illinois University is committed to providing an affordable education to all qualified students. The primary responsibility for covering the cost of attendance rests with the family and is reflected in the Expected Family Contribution. Determined by the Free Application for Federal Student Aid (FAFSA), Federal and State assistance programs are meant to supplement educational costs. The Financial Aid Office, located in D-200, (773-442-5016) offers assistance in meeting educational expenses through grants, scholarships, student employment programs and loans.

FINANCIAL AID MISSION

The Department's Mission is to provide services and programs to all NEIU students in support of their education. Through the services provided, it is the department's intent to assist students in identifying funding suitable for their educational objectives. Through the programs provided, it is the department's intent to educate students on being credit smart in creating a budget, tracking expenditures, managing student loan debt and saving overtime. Title IV Financial Aid programs will be administered with integrity in order to help as many students as funding will permit.

How To Apply For Financial Aid

The primary financial aid application form is the Free Application for Federal Student Aid (FAFSA). This form is available on-line at www.fafsa.gov.

- If you have not filed for financial aid, submit the FAFSA. To select NEIU as a school to receive your information, enter our Title IV school code 001693 on the application.
- Using FAFSA on the web (www.fafsa.gov/) to file, students can select to sign electronically using a personal identification number or PIN. Students can apply for a PIN within the FAFSA on the Web. Dependent students will also need at least one PIN from one parent.
- For priority consideration for all institutional financial aid, your FAFSA should be received at NEIU by February 15.
- The Internal Revenue Service (IRS) Data Retrieval is available to streamline the FAFSA completion and verification process. If the federal tax return is 'Already Completed' for the appropriate tax year, the student and/or spouse/parent can retrieve data directly from the IRS into the FAFSA.

You will receive a Student Aid Report or SAR through the email address provided on the FAFSA. If any of the information on the SAR is incorrect, make the necessary corrections using www.fafsa.gov. If all the information is correct, keep it for your records. If you listed Northeastern Illinois University as one of the schools to receive the data, our Financial Aid Office will receive your information electronically.

Applicants and their parents should be prepared to furnish any information verifying data on the application. This may include documents from the Internal Revenue Service for the verification process.

Applications will be processed and awards will be made on a first come, first served basis for campus-based funds (Federal Work Study, Federal Supplemental Educational Opportunity Grants, Federal Perkins Loan). Federal Pell Grant, Monetary Award Program Grant (ISAC) and Direct 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 award offers first.

You will receive an award offer detailing the financial aid for which you qualify. All financial aid funds will be credited to your NEIU billing account. If the total credited funds exceed your NEIU bill, you will be notified of the refund distribution process from the Student Loan Office. Two documents of identification, one of which must be the University ID, are required in order to pick up refund or Emergency Loan checks.

Additional information concerning financial assistance and filing deadlines can be obtained by checking the student portal, the website, email at Financial-Aid@neiu.edu or fax at 773442-5040.

Minimum Standards of Academic Progress for Financial Aid
Purpose

The U.S. Department of Education Student Financial Aid regulations require that NEIU establish and maintain a policy to measure whether students applying for financial aid are making satisfactory academic progress toward degree completion. NEIU has implemented the following Minimum Satisfactory Academic Progress standards necessary to evaluate a financial aid recipient's continued eligibility for funds.

Types of Aid Covered by the Policy

Grants	Loans	Other
Federal Pell Grant	Federal Perkins	Federal College Work-Study
Federal Supplemental Education Opportunity Grant	Federal Direct Subsidized Stafford	NEIU Need-Based Tuition Scholarships
Federal Teach Grant	Federal Direct Unsubsidized Stafford	ISAC Minority Teachers
ISAC Monetary Award	Federal Plus	ISAC Future Teacher Corps
	Federal GRAD Plus (must exhaust Stafford eligibility first)	ISAC Special Education Teacher

Policy Statement

At the end of each semester students are expected to:

- Complete successfully sixty-seven percent (67%) of the cumulative attempted hours
- Maintain a minimum cumulative grade point average of 2.0 or "C" as an undergraduate. Graduate students are expected to maintain a minimum cumulative grade point average of 3.0 or "B".

These requirements apply to part-time as well as full-time students for all semesters of enrollment within an award year, including those semesters for which no financial aid was granted. All undergraduate students who have attempted more than 180 hours and all graduate students who have attempted more than 54 hours will not receive further financial assistance unless they successfully complete an appeal process resulting in a reinstatement of their financial aid.

Course Work Completion Rate

1. A student must successfully complete at least 67% of the **hours attempted** each academic year. Hours attempted is defined as the hours a student is registered for by the 90% refund date as determined by Registration & Records (classes added after that date will also be included). **Successfully completed** is defined as the total number of hours in which a student receives a grade of A, B, C, D or P.
2. Withdrawals are handled in the following manner: withdrawal from course(s) must be completed before tuition is charged. **Course(s) withdrawn after the 90% refund date will be included in hours attempted. Incomplete and repeat courses are also included in hours attempted.**
3. The standard of 67% will be monitored cumulatively at the end of each semester. If, at the end of the award year, a student is below the cumulative 67% standard, the student's aid will be ***suspended***. This includes terms in which the student is not receiving aid. Aid will be reinstated once the student has achieved the 67% cumulative completion rate.

Repeat Coursework

The new Program Integrity Federal Rules associated with the Minimum Standards of Academic Progress require institutions to evaluate the following prior to awarding Federal and State Assistance:

- Students can repeat 'unearned' coursework as many times as necessary in order to 'earn' a grade for said coursework (e.g. letter 'D' grade or higher)

- Students can repeat 'earned' coursework ONCE in order to 'earn' a better grade for said coursework (e.g. earning a 'D' the first attempt and an 'A' the second attempt)
- Students cannot repeat 'earned' coursework more than ONCE

Grade Point Average (GPA) Requirement

1. The student's cumulative GPA will be evaluated at the end of every term.
2. If the GPA falls below the requirement, the student's aid will be ***suspended.***
3. Aid will be reinstated once the student has achieved the requirement (2.0 cumulative GPA for undergraduates and 3.0 cumulative for graduate).

Maximum Time Frame

Students are permitted to take up to 150% of the required credit hours to complete their academic program.

1. Undergraduate students must complete their degree requirements within 180 semester hours (150% of 120 credit hours).
2. Graduate students must complete their degree requirements within 54 semester hours.

Termination

Students will be notified at the end of each term if they have been suspended from financial aid. Once a student is terminated, all future financial aid disbursements stop. Students can request to be reinstated through the appeal process. The financial aid office recommends that students keep track of their progress using the student portal. Financial aid advisors are available to discuss students' financial aid situation.

Satisfactory Academic Progress Appeal Guidelines

If a student is unable to meet the Satisfactory Academic Progress requirements due to extenuating circumstances, they may submit an appeal requesting the reinstatement of their financial aid eligibility. Students who wish to appeal being placed on suspension status must complete the following steps:

1. Submit assigned typewritten appeal to the NEIU Financial Aid Office explaining why the requirements were not met. Students MUST attach typewritten appeals to the petition. The petition is available in downloadable form at the financial aid office website (www.neiu.edu/ FinAid). Letters of appeal sent by e-mail will not be accepted.
2. Include supporting documentation verifying the situation (letter from physician, copy of memorial service, police or accident report, etc.) with the appeal petition.
3. In addition, the typewritten appeal should include a plan of action that will enable the student to meet the Academic Progress requirements in the future.
4. Students terminated for exceeding the maximum hours requirement should also include a letter from their department academic advisor listing the courses still needed to complete their degree AND the anticipated date of graduation. A degree audit from the academic advisor may be submitted in this circumstance.

Appeals will be considered by the Satisfactory Academic Progress Appeal Committee, which will render a decision in writing. This committee consists of members from various NEIU departments and offices, including the financial aid office. The Committee meets every six to eight weeks during the semester unless an emergency situation occurs**. Any appeals received after the eighth week of the term will not be considered until the following term.** The Financial Aid Office will promptly notify the student in writing of the committee's decision.

Students in suspension status may enroll in classes. However, if their appeal is denied the student is responsible for any charges incurred at NEIU. Financial Aid cannot be retroactively reinstated if an appeal is approved AFTER a semester has ended.

COMPLETE WITHDRAWALS AND RETURN OF FEDERAL TITLE IV ASSISTANCE

NEIU Financial Aid Withdrawal Policy

Most Financial Aid Programs will not pay for courses dropped during the 90% refund period. After the 90% refund period has expired, student enrollment is captured and locked for the remainder of the term. Financial Aid Programs will disburse against the student's University Billing account based on the captured enrollment hours. Academic progress appeals are required for reinstatement of financial aid for terms following a complete or unofficial withdrawal.

Complete Withdrawals

The Financial Aid Office is required to perform a Return of Title IV calculation for students receiving Federal funds and who completely withdraw from all registration before 60% of the term has expired. Once the calculation is performed, any Federal assistance is adjusted and the student is notified of the amount that must be returned to the U.S. Department of Education. NEIU returns the calculated amount thereby creating a bill against the student's accounts receivable. These funds include:

- Federal Pell Grant
- Federal Supplemental Education Opportunity Grant
- Federal TEACH Grant
- Federal Perkins Loan
- Federal Direct Subsidized Stafford Loan
- Federal Direct Unsubsidized Stafford Loan
- Federal Parent Loan for Undergraduate Students

Unofficial Withdrawals

The Financial Aid Office is required to perform a Return of Title IV calculation for students receiving Federal funds and who receive no grade point average for a given semester. This includes any combination of I, F, W or X grades. This is referred to as an unofficial withdrawal. Once the calculation is performed, the student is notified and has the opportunity to submit documentation from instructors to the Financial Aid Office verifying the actual last date of attendance. If the last date of attendance is after the midpoint of the term, it minimizes the amount that must be returned to the U.S. Department of Education. Once it is determined that funds must be returned, NEIU returns the calculated amount thereby creating a bill against the student's accounts receivable.

PROGRAMS	ELIGIBILITY	DESCRIPTION OF PROGRAMS	REPAYMENT	OFFICE TO CONTACT
Institutional Scholarships / Merit/Talent Scholarships				
NEIU Presidential Scholarship	(Entering Freshmen) Must achieve a minimum ACT of 27, 3.5 GPA and submit application.	Covers in-state tuition, fees, and books for a maximum of four years. (Must achieve a GPA of 3.50 for eligibility for renewal.)	No repayment obligation.	Northeastern's Scholarship Office Michelle Morrow M-Morrow@neiu.edu 773-442-4606
NEIU Provost Merit Freshman Scholarship	Freshmen who have applied for early admission; selection based on a sliding	Up to $2,000. Determined upon admission – no application necessary	No repayment obligation	Northeastern's Scholarship Office Michelle Morrow m-morrow@neiu.edu

	scale using ACT and GPA			773-442-4606
NEIU Provost Merit Transfer Scholarship	Transfer students who have applied for early admission; earned Associate of Arts or Associate of Science degree; cumulative GPA of 3.50	Up to $2,000. Determined upon admission – no application necessary	No repayment obligation	Northeastern's Scholarship Office Michelle Morrow m-morrow@neiu.edu 773-442-4606
NEIU Deans Merit Freshman Scholarship	Freshmen who have applied for early admission; ACT composite score of 22 or higher; cumulative GPA of 3.00	Up to $1,000. Determined upon admission – no application necessary	No repayment obligation	Northeastern's Scholarship Office Michelle Morrow m-morrow@neiu.edu 773-442-4606
NEIU Deans Merit Transfer Scholarship	Transfer students who have applied for early admission; earned Associate of Arts or Associate of Science degree; cumulative GPA of 3.00	$1,000. Determined upon admission – no application necessary	No repayment obligation	Northeastern's Scholarship Office Michelle Morrow m-morrow@neiu.edu 773-442-4606
Graduate Merit Tuition Scholarship	(Graduate) Must be in graduate program and have 3.50 G.P.A.	Covers tuition only	No repayment obligation	Northeastern's Graduate Advisors or department chairperson
NEIU Phi Theta Kappa Scholarship	A minimum 3.50 GPA and an A.A. or A.S. degree are required. In addition, student must be enrolled. full-time and a resident of Illinois; enroll at NEIU immediately following the completion of an Associate's degree program; working towards their first baccalaureate degree; and provide recommendation from Phi Theta Kappa advisor.	Covers tuition for the first 60 credit hours at NEIU. Must maintain 3.5 GPA May 1st application deadline	No repayment obligation.	Northeastern's Scholarship Office Michelle Morrow m-morrow@neiu.edu 773-442-4606
Scholarship for Children of Deceased Faculty/Staff	(Civil Service and Academic & Professional) The natural, adopted, foster, step-child of the deceased employee shall be entitled to a tuition scholarship of 50% for tuition and fees for the duration of time for the child to receive a baccalaureate degree from the University. Children of	Undergraduate only. Covers tuition and fees.	No repayment obligation	Faculty: Vicki Roman-Lagunas v-roman-lagunas@neiu.edu 773-442-5420 Staff: Human Resources Mary Griesinger m-griesinger@neiu.edu 773-442-5202

	a divorced employee are also eligible if the deceased employee had been contributing to their support.			
NEIU College of Arts & Science	Freshman-upper 15% of graduating class or minimum ACT of 24 or SAT of 1110. Transfer or current NEIU student – minimum cumulative GPA of 3.25. All students must submit a one page detailed intention of educational career goals, a transcript, and one letter of recommendation from a teacher, counselor, or employer.	Full-time or half-time tuition scholarship.	No repayment obligation.	Northeastern's College of Arts & Sciences, Office of the Dean Mary Hay Verne m-verne@neiu.edu 773-442-5708
NEIU College of Business & Management	Freshman-upper 15% of graduating class or minimum ACT of 24 or SAT of 1110, one page essay, submit two letters of recommendation from teachers and/or employers. Transfer or current NEIU student, minimum cumulative GPA of 3.0, one page essay, submit two letters of recommendation from teachers and/or employers.	Full-time or half-time tuition scholarship	No repayment obligation.	Northeastern's College of Business . & Management. Diana Valdez D-Manzanares@neiu.edu 773-442-6101
NEIU College of Education	Freshman-upper 15% of graduating class or minimum ACT of 24 or an SAT score of 1110, one page essay. Transfer or current NEIU student minimum cumulative GPA of 3.0, one page essay.	Full-time or half-time tuition scholarship.	No repayment obligation.	Northeastern's College of Education. Paolo Vargas p-vargas@neiu.edu 773-442-5512
NEIU Honors Tuition Waiver	Undergraduate Honors Program participants – GPA, service and progress in program determine award.	Pays in-state tuition only.	No repayment obligation.	Northeastern's Honors Program Office. Kristen Lee Over K-over@neiu.edu 773/442-6045
Nontraditional Degree Programs	Transfer of current NEIU Student –	Full-time of Half-time tuition	No repayment obligation.	Northeastern's Nontraditional Degree

	minimum cumulative GPA of 3.0, two page essay describing goals after graduation and how participation in Nontraditional Degree Programs will assist in fulfilling those goals, and one letter of recommendation from a professor, counselor or employer.	scholarship		Program Office. Kimberly Sanborn K-Sanborn@neiu.edu 773/442-6038
NEIU Talent Tuition Scholarships				
Art	Limited to first time undergraduates based on the presentation and evaluation of a portfolio	Maximum: Four years of tuition payment. Reapply annually.	No repayment obligation.	Art Department Vida Sacic V-Sacic@neiu.edu 773-442-4922
Communications, Media, and	Limited to first time Theatre undergraduates based on an audition	Maximum: Four years of tuition payment. Reapply annually.	No repayment obligation.	Communication, Media and Theatre Department Edie Rubinowitz E-Rubinowitz@neiu.edu 773-442-6976
Dance	Limited to first time undergraduates based on an audition	Reapply each semester.	No repayment obligation.	Dance Department Venetia Stifler VC-Stifler@neiu.edu 773-442-5916
English	Limited to first time undergraduates based on application, GPA and academic progress in program determine award.	Maximum: Four years of tuition payment. Reapply annually.	No repayment obligation.	English Department Ryan Poll R-Poll@neiu.edu 773-442-5824
Leadership & Service	Limited to undergraduates based on application, GPA, service and academic progress in program determine award.	Maximum: Four years of tuition payment. Reapply annually.	No repayment obligation.	Northeastern's Scholarships Office Michelle Morrow m-morrow@neiu.edu 773-442-4606
Music	Limited to undergraduates based on application, GPA and academic progress in program determine award.	Maximum: Four years of tuition payment. Reapply annually.	No repayment obligation.	Music Department Shayne Cofer R-ShayneCofer@neiu.edu 773-442-5919
Other NEIU Tuition Scholarships				
Carruthers Center for Inner City Studies	Available for Undergraduate students admitted to NEIU through Jacob Carruthers Center for Inner city Studies. Award determined by: application, GPA, service and academic progress.	Pays tuition only.	No repayment obligation.	Carruthers Center for Inner City Studies Nakenya Walker N-Walker@neiu.edu 773-268-7500 Ext.127
El Centro	Available for	Pays tuition only.	No repayment	El Centro

	Undergraduate students admitted to NEIU through El Centro Campus. Award determined by: application, GPA, service and academic progress.		obligation.	Maria Luna-Duarte M-Duarte@neiu.edu 773/777-9955
Proyecto Pa'Lante	Available for undergraduate Proyecto Pa'Lante students. Award determined by: application, GPA and academic progress.	Pays tuition only.	No repayment obligation.	Proyecto Pa'Lante 773/442-5460
Project Success	Available for undergraduate Project Success students. Award determined by: application, GPA, and academic progress.	Pays tuition only.	No repayment obligation.	Project Success 773/442-5460
Northeastern Annual Application for 50% Undergraduate Tuition Scholarship for Children of an Illinois College or University	U.S. citizen; (Undergraduate only) The natural, adopted, foster or stepchild of an Illinois Public University employee (covered by SURS), who has been employed by one of the associated university or agency for at least 7 years. Employment must be at one of the universities mentioned in Public Act 90-0282.	Cover 50% of undergraduate tuition charges.	No repayment obligation.	Northeastern's Human Resources Office. Mary Griesinger m-griesinger@neiu.edu 773-442-5202
Senior Citizens Tuition Scholarship	U.S. citizen; (Undergraduate or Graduate) Must be 65 years or over with qualifying low income.	Pays tuition only.	No repayment obligation.	Northeastern's Financial Aid Office
ROTC Scholarships	U.S. citizen; (Undergraduate and Graduate) Based on merit.	Covers tuition and some fees up to four years.	No repayment obligation.	U.S. Army ROTC; University of Illinois Chicago 312-413-2358 or U.S. Air Force; Illinois Institute of Technology 312-567-3526.
Employee Tuition Scholarship	Status plus non-probationary and provisional employees.	(Civil Service Employees that have completed probation and administrative & Professional Employees) Covers 100% of tuition and	No repayment obligation.	Northeastern's Human Resources Office. Mary Griesinger m-griesinger@neiu.edu 773-442-5202

		fees for full time employees up to the limit of 6 credit hours or 2 classes per semester; 3 credit hours or 1 class for 50% employees. Faculty & Administrative Support Professional (ASP)) Full time: Immediate eligibility for up to eight (8) credit hours during any one semester. Part time: immediate eligibility for up to four credit hours during any one semester.		
Financial Aid Office Graduate Need	Based Tuition Scholarship U.S. citizen; Graduate in degree seeking program; Must show need through the FAFSA. Must be enrolled for 6 or 9 credit hours.	Pays tuition only.	No repayment obligation.	Northeastern's Financial Aid Office.
Graduate Merit Tuition Scholarship	(Graduate) Must be in graduate program and have 3.00 G.P.A.	Covers tuition & fees; small stipend.	No repayment obligation.	Northeastern's Graduate College and Graduate Advisors. Information is on Graduate Website.
Graduate Assistantships	(Graduate) Must be in graduate program and have 3.00 GPA.	Covers tuition and fees; small stipend.	No repayment obligation.	Northeastern's Graduate College or department chairperson. Information is on Graduate Website.
Cooperating Teacher Certificate	(Graduate) Certified teachers who have supervised a Northeastern student teacher in a classroom setting arranged through Office of Clinical Experiences & Student Teaching.	Covers tuition for a 3 credit hour class taken within one year of supervising a full semester student teacher or 50+ hour clinical student.	No repayment obligation.	Northeastern's Office of Clinical Experiences & Student Teaching, ext. 5350. 773-442-5346
State Scholarships				
Minority Teachers of Illinois Scholarship (ISAC)	Undergraduate minority students (Black, Hispanic, Asian or Native American) who have not received a baccalaureate degree. Must be enrolled full-time or accepted for	Maximum $5,000 per year.	No repayment necessary if recipient fulfills teaching commitment (one year for each year of assistance).	ISAC 1755 Lake Cook Rd. Deerfield, IL 60015-5209 www.collegezone.com (847) 948-8500.

	enrollment in a Teacher Education program. Have a cumulative GPA of 2.50 on a 4.00 scale.			
Illinois Police/Fire Survivor Program	(Undergraduate) Surviving children and spouses of Illinois Police/Fire officers killed in the line of duty. Must be half-time.	Covers tuition and fees.	No repayment obligation.	ISAC 1755 Lake Cook Rd. Deerfield, IL 60015-5209 www.collegezone.com (847) 948-8500.
Dependents of POW's and MIA's Scholarships	(Undergraduate and Graduate) Students who are dependents (spouse and/or children) of Illinois residents, officially declared prisoners of war, missing-in-action, killed, or 100 percent disabled since January 1, 1960.	Covers tuition and some fees.	No repayment obligation.	Northeastern's Veterans Services Office Cynthia Rathunde C-Deering@neiu.edu (773) 442-4028
Special Teacher Education Scholarship for High School Graduates and for Certified Teachers (ISAC)	(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.	ISAC 1755 Lake Cook Rd. Deerfield, IL 60015-5209 www.collegezone.com (847) 948-8500.
Other Scholarships				
Illinois General Assembly Scholarship (ISAC)	(Undergraduate and Graduate) Financial need not usually 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.
Private Scholarships	(Undergraduate and Graduate) Need, merit, etc.,	The amounts vary according to the award.	No repayment obligation.	Various outside sources such as: Pullman Foundation, Ford Foundation. Refer to Northeastern's Office of Financial Aid.
Bureau of Indian Affairs	(Undergraduate and Graduate) Must be a Native American and show financial need.	$500 to $1500 or more, depending upon monies available to the bureau.	No repayment obligation.	Directly from student's tribal office.
Diversifying Higher Education Faculty in Illinois (DFI)	(Graduate) Black, Hispanic, Native American or Asian-American who have been accepted to a graduate program at Northeastern Illinois	Provides partial and full educational stipend for students pursuing degree objectives leading to teaching or administrative	No repayment necessary if recipient fulfills teaching or administrative obligations.	McNair Scholar Program/ DFI Representative Angela Vidal-Rodriguez A-vidalrodriguez@neiu.edu]

	University. Illinois residence and U.S. citizenship required.	position in post-secondary education.		
Federal Grants				
Federal Pell Grant	The Federal Pell Grant eligibility is determined by the completion of the FREE Application for Federal Student Aid or FAFSA. Students with an Expected Family Contribution or EFC of 5,081 or less are eligible for the Federal Pell Grant. The amount of Federal Pell Grant funds a student may receive over his or her lifetime is limited by a new federal law to be the equivalent of six years of Pell Grant funding. Since the maximum amount of Pell Grant funding a student can receive each year is equal to 100%, the six-year equivalent is 600% (or six years, full-time).	Applies to tuition and fees plus other educational expenses.	No repayment obligation. Expires after six (6) years, full-time awards.	Northeastern's Financial Aid Office
Federal Supplemental Educational Opportunity Grant	(Undergraduate) Limited availability. Must show exceptional need. Must be enrolled in a degree program. Must file FAFSA by NEIU priority file date – not available during the summer terms.	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 Financial Aid Office.
Federal TEACH (Teacher Education Assistance for College and Higher Education)	U.S. citizen; FREE Application for Federal Student Aid or FAFSA required; Full acceptance into the College of Education; Declared major in a 'high need' field; Signed Agreement to Serve with the U.S. Department of Education	Up to $4,000	Reverts to Unsubsidized Direct Stafford Loan IF conditions of Agreement to Serve are not met	Northeastern's Financial Aid Office
State Grants				
Illinois Monetary Award (ISAC)	(Undergraduate) Must be resident of Illinois and enroll for at least	Applies to tuition and fees only. Must apply annually.	No repayment obligation. Expires after 135 paid credit	Northeastern's Financial Aid Office or ISAC, 1755 Lake Cook Rd.,

	three credit hours. Based on need only. Must be enrolled in a degree program. Expires after ten (10) full-time terms of use.		hours.	Deerfield, IL 60015-5209, (847) 948-8500.
NEIU Eagle Performance Award	(Undergraduate) Must be resident of Illinois and enroll for at least three credit hours. Based on need. Must be enrolled in a degree seeking program. Supplements IMAP shortfall when funding is suspended	Up to $3,000 No application necessary.	No repayment obligation Cannot receive both NEIU Eagle Performance and Illinois Monetary Award.	Northeastern's Financial Aid Office
Illinois Veterans Grant (ISAC)	Undergraduate or Graduate) Veterans must: Have at least one full year of active duty in the U.S. Armed Forces (or served in a foreign country in a time of hostility), and received an honorable discharge; Have completed his or her initial activity duty commitment; Have resided in Illinois within six months before entering the service; Have returned to Illinois within six months after discharge from the service; Be enrolled at an Illinois public2 or 4 year college; Not be in default on any student loan, nor owe a refund on any state or federal grant; and maintain the minimum grade point average (GPA) required by the applicant's college	Payment of tuition and some fees for an equivalent of four years of enrollment at any state university or Illinois public community college.	No repayment obligation.	Northeastern's Veterans Services Office Cynthia Rathunde C-Deering@neiu.edu (773) 442-4028 or ISAC, 1755 Lake Cook Rd., Deerfield, IL 60015-5209, (847) 948-8500.
Illinois National Guard/ Naval Militia (ISAC)	(Undergraduate and Graduate) to be eligible for the Illinois National Guard grant a student must: be an Illinois National Guard member, defined as meeting one of these	No repayment obligation	Payment of tuition and some fees. at any state school. Students may enroll full or part-time.	Northeastern's Veterans Services Office Weston Polaski W-Polaski@neiu.edu (773) 442-4005 or ISAC, 1755 Lake Cook Rd., Deerfield, IL 60015,

	two criteria: Be active in the Illinois National guard or have been active in the Illinois National guard for at least five consecutive years and have been called to federal active duty for at least six months and be within 12 months after your discharge date from the Illinois National Guard. Have completed one full year of service in Illinois National Guard; be an enlisted member or an officer (Public Act 94-583); be enrolled at an Illinois public 2 or 4 year college; not be in default on any student loan, nor owe a refund on any state or federal grant; and maintain an acceptable grade point average according to the policy determined by their college.			(847) 948-8500.
Federal Work Program				
Federal Work-Study Employment	(Undergraduate and Graduate) Enrolled full or half-time. Eligibility of students is determined by approved needs-analysis methods. Must complete FAFSA. Must be enrolled in a degree program. Must file FAFSA by NEIU priority file date.	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. Includes America Reads/ Counts Tutoring Opportunities.	No repayment obligation.	Northeastern's Student Employment Office (D-012) or Northeastern's Financial Aid Office
Institutional Work Program				
Student Aide Employment	(Undergraduate and Graduate)	All enrolled students are eligible to apply for part-time on-campus employment.	No repayment obligation.	Northeastern's Student Employment Office (D-024) Or Northeastern's Financial Aid Office
Federal Loans				

Federal Perkins Loan	(Undergraduate and Graduate) Enrolled full or half-time. Must complete FAFSA. Must be enrolled in a degree program. Must show need. Must file FAFSA by NEIU priority file date.	Maximums: Undergraduate: $4000/yr; $20,000 total; Graduate: $6000/yr; $40,000 total (including amounts borrowed as undergraduate). Federally-funded program available to qualified applicants to assist with educationally related costs.	Fixed interest rate of 5%. Repayment begins 9 months after you graduate or leave school, or drop below half-time status.	Northeastern's Financial Aid Office or Northeastern's Student Loan Department.
William D. Ford Federal Direct Loan Program				
Direct Loans (Subsidized & Unsubsidized)	(Undergraduate and Graduate) Enrolled full or half-time. Must complete FAFSA. Must be citizen or permanent resident of the United States.	Dependent undergraduate loan limits according to academic level: $3,500 to $7,500 per yr. Independent undergraduate loan limits according to academic level: $3,500 to $12,500 per yr. Graduate loan limits according to: $20,500 per yr. Unsubsidized eligibility only.	The loan has a fixed rate with a cap of 6.8%. Repayment begins 6 months after you graduate, leave school or drop below half-time status.	Northeastern's Financial Aid Office.
PLUS Loans (Parent Loan for Undergraduate Students)	Dependent undergraduate students. Credit worthiness required.	Amount not to exceed student's cost of attendance.	Fixed interest rate of 8.5%. The full loan amount plus interest must be repaid. The first payment is due within 60 days after the final disbursement of the loan (unless a deferment is obtained).	Northeastern's Financial Aid Office.
Graduate PLUS Loans	Graduate master's degree students. Credit worthiness required.	Amount not to exceed student's cost of attendance	Fixed interest rate of 8.5%. The full loan amount plus interest must be repaid. The first payment is due within 60 days after the final disbursement of the loan (unless a deferment is obtained).	Northeastern's Financial Aid Office.

NEIU Foundation Scholarships and Awards

The Northeastern Illinois University Foundation annually awards thousands of dollars in scholarships and awards supported by the generous contributions of University alumni, faculty, staff and friends. Some scholarships are based on financial need. Some are merit-based, awarded to students whose ability to contribute to campus life is significant because of their academic potential or talent in a particular field. To be considered for Foundation scholarships awarded by the Scholarships Office, students should contact the Director of Scholarships. For all others, contact the specific academic departments as indicated below.

SCHOLARSHIPS OFFICE

Sherman P. Appel Scholarship
Professor Bonnie B. Busse Merit Scholarship
Brommel Determination Against All Odds Scholarships
Class Gift Scholarship
Elvina David Scholarship
Eric and Angela Davis Scholarship
Diallo African Initiative Award
Aixa T. Diaz Memorial Scholarship
Donnelly Family Assistance Award
Daniel L. Goodwin – NEIU Foundation Scholarship
Daniel L. Goodwin Student Government Award
Jenny and Edward Harju Scholarship
Harris Family Civil Service Scholar Award
Chuck Kane College of Arts and Sciences Scholarship
Chuck Kane Business and Management Scholarship
Chuck Kane College of Education Scholarship
Chuck Kane Graduate College Scholarship
Lucille and Edward Keating Scholarship
Donald P. and Byrd M. Kelly Scholarship
Mary Louise Kooyumjian Scholarship
Daniel K. Kuzuhara Hope Center Award in Psychology
Hilton and Shirley Leibow Scholarship
Paula M. Levy Scholarship
NEIU Foundation Scholarship
NEIU Chuck Kane Scholarship
NEIU College of Lake County University Center Scholarship
Keegan Noone Memorial Scholarship Fund
Bernard and Ethel Rattner Scholarship
Jorge Rodriguez Scholarship
Jerome M. Sachs Scholarship
A.C. Shabica Memorial Scholarship
Schneider Family Scholarship for Special Education
Ronald Williams Scholarship
The Smith Barney Mercantile Foundation
Undergraduate Scholarship
The Smith Barney Mercantile Foundation Graduate Scholarship
Donald P. Timm Scholarship Fund
Civil Service Scholarship
Roberto Eugene Tirado Scholarship

The Peace Scholarship
The Tom Dalof Heroes Award

COLLEGE OF BUSINESS AND MANAGEMENT
Chase Scholarship in Finance
Russell C. Eustice Award
Elaine Helman Award
Dr. Hofler Scholarship in COBM

COLLEGE OF EDUCATION
Dr. Olga Kaszubowski Memorial Scholarship

ART DEPARTMENT
Frank Fritzman Award
Clarice Hallberg Award

COMMUNICATION, MEDIA AND THEATRE DEPARTMENT
Brommel-Hanson-Ijams-Hayward Scholarship
Brommel-Kramer-Barnitz Scholarship
Brommel Adams Bell-Jordan Scholarship in Communications

EARTH SCIENCE DEPARTMENT
Andrew A. Hay Scholarship

ENSEMBLE ESPAÑOL
Brommel Komaiko Perez Scholarship For Ensemble Español
Brommel Perez Scholarship For Ensemble Español

WORLD LANGUAGES AND CULTURE DEPARTMENT
Jewell Berlinger Scholarship
Calixto C. Masó Spanish Scholarship
Arturo Najera Mexican American Scholarship

HEALTH, PHYSICAL EDUCATION, RECREATION AND ATHLETICS DEPARTMENT
Chuck Kane Merit Award
Chuck Kane H.P.E.R.A. Scholarship
Chuck Kane Health and Wellness Award
Gus Ziagos Scholarship

HISTORY DEPARTMENT
Brommel-Lindberg Scholarship

MUSIC DEPARTMENT
Brommel-Barnett-Kenas-McGukin-Nicoscia Speake Scholarship
Brommel-Ratner Scholarship
Harold E. Berlinger Music Scholarship
Graduate Music Scholarship
NEIU Scholarship for Pianists

Liliana Novakovich Scholarship
Joan Sachs Scholarship
Marlene Wilczynski Gill Scholarship
Nada Spasojevich Memorial Scholarship

NONTRADITIONAL DEGREE PROGRAMS
Brommel-Mendelson-Henington Scholarship

PHYSICS DEPARTMENT
Peter Speltz Award

POLITICAL SCIENCE
Brommel-Feigenholtz Scholarship
Pi Sigma Alpha Theta Lambda Chapter Scholarship
Dr. Kusol Varophas Award for Outstanding Graduate Students in Political Science

SOCIOLOGY
Vera Milam Scholarship
Sienkowski-Sociology Scholarship

STUDENT CENTER FOR SCIENCE ENGAGEMENT
Dr. Kathryn Edwards Award
Dr. Lucia Rothman-Denes Scholarship

UNIVERSITY HONORS PROGRAM
Brommel-Elliot Scholarship
Brommel-Manganiello-Wohl Scholarship
Brommel Brady Portakalis Scholarship

SCHOLARSHIPS OFFICE
Students are often faced with the dilemma of how they will pay for their education. For many, the financing of a university education becomes a barrier to learning. With this in mind, the mission of the Scholarships Office is to lead in the promotion and awarding of university scholarship funds to deserving students. Therefore, the goal is to assist in lessening the financial burden that many students seek to overcome. For additional information, the Scholarships Office can be contacted at 773.442.4606 or via e-mail at M-Morrow@neiu.edu. Students are also encouraged to visit the office's website at www.neiu.edu/scholarships.

STUDENT EMPLOYMENT OFFICE
The Student Employment Office serves currently enrolled Northeastern students who are seeking part-time, seasonal, temporary and on-campus employment. Job opportunities such as these assist students in meeting college expenses and/or gaining career-related experience. All job opportunities received by the Student Employment Office are for enrolled student who have not graduated. Certain on-campus jobs, such as those funded by the Federal Work Study Program, are based on demonstrated financial need resulting from an approved financial aid application. Other on-campus jobs (Student Aide) are open to all students who are enrolled at least half time. All jobs received by the Student Employment Office are posted online. The Student Employment Office website is www.neiu.edu/~deptoff/students/stu_emp/. A limited number of job openings are posted on bulletin boards just north of the entrance to the Office of

Enrollment Services. The Student Employment Office is located in the lower level of building D, room 012, and the telephone number is (773) 442-4697.

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 uninterruptedly 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 approved permanent resident status with the United States Citizenship and Immigration Services 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.

   Effective Fall 2003 and thereafter, in accordance with 110 ILCS 680/25-88 of the Illinois General Assembly, students with an undocumented status may be eligible for in state tuition if all conditions of HB0060 are met. For more information, please contact the Admissions Office at 773-442-4000.
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 University Registrar for a reconsideration of residency status and/or an adjustment of the tuition assessed. The written claim for reconsideration of residency status must include three documents which indicate the student's address within Illinois and dated at least six months prior to the beginning of the term for which an adjustment is requested. Acceptable documents include voter registration card, tax return, state ID or driver's license, bank statement, credit card bill, utility bill, lease/rental agreement, and insurance document. 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

For more detailed information regarding tuition and fees see the current schedule of classes.
*Please note: Tuition and fees are assessed per credit hour up to a total of 16 credit hours.

Tuition Per Credit Hour	
Undergraduate (Newly Enrolled Fall 2014 or Spring 2015)	$304.00
Graduate	$307.00
Non-Resident Undergraduate	
(Newly Enrolled Fall 2014 or Spring 2015)	$608.00
Non-Resident Graduate	$614.00
Fees Per Credit Hour	$54.60

Tuition and Fees for Enrollment of 12 credit hours*	
Undergraduate (Newly Enrolled Fall 2014 or Spring 2015)	$4,306.20
Graduate	$4,342.20
Non-Resident Undergraduate	
(Newly Enrolled Fall 2014 or Spring 2015)	$7,954.20
Non-Resident Graduate	$8,026.20

*These totals do not include the cost of health insurance. These totals do include the $3 per semester Green Fee.

Tuition and fees are subject to change without notice.

TUITION GUARANTE PLAN –
UNDERGRADUATE STUDENTS

Beginning with the Fall 2004 semester, tuition for newly enrolled undergraduate students seeking their first bachelor's degree is guaranteed for four consecutive years. The Tuition Guarantee Plan will help you and your family budget your educational expenses. The Tuition Guarantee Plan applies only to tuition. Fees may increase during the four years. See the current Class Schedule online for more information.

REFUNDS

Final dates for refunds when withdrawing from classes are stated online in the Class Schedule. A service charge will be deducted for processing refunds for complete withdrawal of all classes.

Health insurance and parking fees are not refundable and may not be waived after the tenth day of classes.

TRANSCRIPT FEE

Students will be assessed a $10 transcript fee at the time of their first registration which allows students to request a reasonable amount of transcripts at no additional cost.

MANDATORY STUDENT FEES

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

Parking Fee — University students have three options regarding parking: to participate in the Level II parking program, to participate in Level I parking, or to waive out of the parking program entirely. Students who choose to participate in Level II parking will be assessed the parking fee based on credit hours enrolled. Students who desire to participate in Level I must sign a waiver form to opt out of the Level II parking program and independently purchase a Level I parking permit (forms are available online at www.neiu.edu/~park).

Students that do not want to participate in the parking program must sign a waiver form to opt out of the program. Waiver forms are also available in the Cashier's Office and on line at www.neiu.edu/~finanadm/bursar.htm.

The **Student Union Fee** helps support the 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. The facilities include food services, lounges, and meeting rooms.

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.

Computer Resource Fee is dedicated to the enhancement of computer services available to students. Such purposes shall include the addition of computer workstations in a lab situation, additional "smart classrooms", and increased access to all the networks and communications highway currently in place as well as those to be built in the future. There will be an increased availability of staff to assist students in learning to take advantage of the new and evolving information technologies.

The **Green Fee** funds implementation of clean and renewable energy technologies and improvement of campus energy efficiency at Northeastern Illinois University.

The **Freshman Orientation Fee** is a mandatory one-time fee paid by freshmen who are not transferring previously earned college credit; this fee supports orientation programs for these students.

The **Performing Arts Fee** helps to support university theatre and dance productions and musical concerts. The Campus Recreation Fee supports a comprehensive recreation program, including intramurals, wellness and fitness programs, aquatics, sport clubs and informal recreation.

The **Health Service Fee** enables the university to provide assessments and care for a wide range of student health concerns.

Student-Health Insurance Fee — All full-time undergraduates are automatically billed for Student Health Insurance. Undergraduate students have the option to waive the health insurance by completing a health insurance waiver with proof of insurance no later than the tenth day of classes. The health insurance cost is non-refundable after the tenth day of classes. Please be aware that the plan protects all participating students twenty-four hours a day. Please review the Student Health Insurance Plan Brochure for plan effective dates.

Be aware that in order to avoid a lapse in coverage, insurance should be purchased each semester, Fall, Spring and Summer sessions. This should be done at the Cashier's Office at the time the tuition payment is made.

Part time undergraduate and master degree students who wish to purchase student health insurance will need to pay the premium at the Cashier's Office prior to the tenth day of classes. If dependent coverage is desired, the student must obtain an insurance application form at the Health Service Office located in E051.

The **Academic Enhancement Fee** is dedicated to University renovation, improvement, and upgrade of classrooms, laboratories, and other academic space.

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, telephone number, dates of attendance, enrollment status, level, previous institutions attended, major field of study, awards, honors, degrees conferred with dates, photographs, past and present participation in officially recognized sports and activities, physical factors (height and weight of athletes), prior military service, campus e-mail address, and date and place of birth. (See Section V, Release of Information).

II. **Location of Education Records**

All students have records in the Office of Enrollment Services, D-111, and are maintained by the University Registrar.

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

Academic Development	C-519	Associate Vice President
* Nontraditional Degree Programs	B-151	Director
Student Rights and Responsibilities	Suite B-119	Director
* College of Arts and Sciences	BBH-158A	Dean
* College of Education	LWH-4044	Dean
* College of Business and Management	CBM-184	Dean
Career Services Suite	B-119	Director
Financial Aid	D-201	Director
College of Graduate Studies and Research	LWH-0006	Dean
Vice President for Student Affairs	C-320	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:

The university faculty or staff member must be performing a task that is specified in his or her position description or by a contract agreement, OR

performing a task related to student's education, OR

providing a service or benefit relating to the student such as health care, counseling, job placement or financial aid.

A professor therefore, may access the records of an enrolled student in his or her class.

In addition, Northeastern has contracted with The National Student Clearinghouse to provide services to students on our behalf (e.g., degree and enrollment verification).

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.
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 purposes for which they were prepared.

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

A. Directory information may be released to agencies or persons outside the university unless the student completes the appropriate form which indicates that this information should be withheld. This form may be obtained at the Enrollment Services Center and must be filed within the first ten days of classes.

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. 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 or court order;
    f. To officials of another school, upon request, in which a student seeks or intends to enroll
    g. To parents of a dependent (as defined by the IRS code) student.
    h. Results of a disciplinary hearing to an alleged victim of a crime of violence.
    i. 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.
2. Education records will be released to third parties only by the University Registrar, Director of Financial Aid or the Vice President for Student Affairs. 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.
3. 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.
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 or a court order (excluding certain law enforcement subpoenas and exparte orders), 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 Legal Counsel.
5. A notation of the release made to third parties will be kept in the student's record by the University Registrar, Director of Financial Aid or the Vice President for Student Affairs 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 15 working 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 15 working 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) with the following exceptions:
    1. Copies of transcripts from other schools will not be released.
    2. Copies of NEIU transcripts will not be released if the student is indebted to the university.
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/her 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 online Class Schedule and the University 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.

Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue SW
Washington, D.C., 20202-4605

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. Faculty and administrative personnel may require up to five (5) calendar days advance notice of absences to observe religious holidays.
D. 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.
E. It is the responsibility of all students who also are employees of the University to make arrangements to fulfill their obligations to the University in advance of their absences, and/or to utilize accrued leave (if applicable) during the absences.
F. No fees or penalties may be imposed against the students who exercise such afforded opportunities.

If a student believes she/he has been a victim of discrimination on grounds of religious observances, she/he may seek redress under the existing Discrimination Grievance Procedure. (Copies available in the University Outreach and Equal Employment Office and reprinted in the Northeastern Student Handbook

POLICY ON DRUG AND ALCOHOL ABUSE - SUMMARY

Consistent with its mission as a public institution of higher education, the University is committed to educating students, faculty, and staff on the dangers of alcohol and drug abuse, and to establishing standards of conduct that maintain a campus environment in which such abuse is prohibited. These standards are intended to be in full compliance with the Drug-Free Schools and Campuses Regulations (34 CFR Part 86) promulgated by the Department of Education to implement section 22 of the Drug-Free Schools and Communities Act Amendments of 1989, which adds section 1213 to the Higher Education Act and section 5145 to the Drug-Free Schools and Communities Act (collectively referred to as the "Act").

Students should refer to the NEIU Policy Library Web site as well as the Student Handbook, the Academic Catalog, and the Use of Facilities Manual for information about University policies and procedures at www.neiu.edu. For further information, call Student Rights and Responsibilities at 773-442-4610.

STANDARDS OF CONDUCT AND PROHIBITIONS:

Employees 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, except as authorized by law, consistent with the regulations of the university's Board of Trustees. 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 or designee, held in a specifically approved designated area.

APPLICABLE LEGAL SANCTIONS:

Employees and students 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. Definitions of legal sanctions under Illinois law for the unlawful possession, use, and distribution of illicit drugs and alcohol are included in 720 ILCS Sec. 570/201 et seq. and 720 ILCS Sec. 550/1 et seq., copies of which are available for review by students and employees in the University library.

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 available in the Student Health and Counseling Services Office.

COUNSELING AND SUPPORT SERVICES:
Students
Student Health and Counseling Services offer counseling and referral services to students who have drug or alcohol abuse-related problems. Additionally, the 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.

DISCIPLINARY SANCTIONS:
Student Sanctions
The University will impose disciplinary sanctions on students who violate the University's foregoing policy up to and including expulsion and referral for prosecution and completion of an appropriate rehabilitation program, all in accordance with the Student Code of Conduct. Furthermore, student employees who violate the University's foregoing policy may be subject to termination of employment.

SERVICES FOR STUDENTS WITH DISABILITIES
A. Student Disability Services (SDS) 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 qualified student with disabilities 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 is responsible for coordinating the University's compliance with these regulations.

Student Disability Services responsibility for receiving and coordinating inquiries from students regarding auxiliary aids, academic adjustments, or other reasonable accommodations.

B. The following procedure will apply for consideration of requests for auxiliary aids, academic adjustments, or other reasonable accommodations. Students should complete the steps listed below sufficiently 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.

1. Students must be admitted to and/or enrolled in the University.
2. Students requesting auxiliary aids, academic adjustments, or other reasonable accommodations should first contact the Student Disability Services. If the request requires modification of academic procedural requirements or necessitates special testing and/or course evaluation methods, students must provide a Provider's Report from a professional personnel. Such report is subject to verification by the University. If the request cannot be granted by the Student Disability Services, students should contact the University's Affirmative Action Officer.
3. SDS will make a case-by-case determination of the student's educational need for the requested auxiliary aid, academic adjustments, or other reasonable accommodations. Auxiliary aids, academic

adjustments, or other reasonable accommodations determined to be necessary will be provided at no cost to the student.

C. 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 C 628, ext. 5412.

GENERAL EDUCATION PROGRAM

In the General Education Program, the University identifies five areas in which students gain some general knowledge to enrich their lives and enhance their academic experience. These five areas are Behavioral/Social Sciences, Natural Sciences, Humanities, Fine Arts, and Math/Quantitative Reasoning. Every undergraduate student must take courses from a list of designated courses in each of these areas.

It is expected that the knowledge gained in these courses will provide an academic foundation that will help prepare students for the major and minor course areas and will encourage students to become life-long learners in many different and divergent fields of study.

The goal of the General Education Program (often called 'Gen Ed') is to assist students in developing the following:

the ability to communicate both in writing and orally;
the skills required to gather, analyze, document, and integrate information;
an understanding of historical processes and cultural differences; aesthetic and literary sensitivity;
an understanding of the modes of thought, concerns, and methodologies of the fine arts, the humanities, the social and behavioral sciences, and the natural sciences;
and the ability to use quantitative methods in the natural, social and behavioral sciences and math.

Students are required to take a minimum of 39 credit hours of General Education courses. Transfer students may fulfill General Education requirements with courses taken at other colleges or universities. Students who transfer with an approved Illinois Community College Board (ICCB) Model Associate of Arts (AA) or Associate of Science (AS) degree or have completed the Illinois General Education Core Curriculum by the end of the first semester after transferring to Northeastern Illinois University will have met their General Education requirements. For information regarding the Illinois General Education Core Curriculum, visit the web site at http://www.iTransfer.org. Students seeking a teaching license may be required to take additional course work.

Students are encouraged to complete their General Education courses during their first 75 hours of course work. These courses are distributed as described in detail below, and require students to take two courses in the Fine Arts, three courses in the Humanities, four courses in the Social/ Behavioral Sciences, three Natural Science courses (including one laboratory course), and one Math/Quantitative Reasoning course.

Fine Arts FA 2 courses, 6 credit hours from two of the following areas of study: Art, Mass Media & Theatre (in the CMT dept.), Music & Dance (in the Music dept.)

Humanities HU 3 courses, 9 credit hours from at least two of the following areas of study: Communication (in the CMT dept.), English, Linguistics, Philosophy, Women's Studies, World Languages and Cultures, (NOTE: No more than two foreign language courses may be used to fulfill this requirement.)

Behavioral/Social Sciences SB 4 courses, 12 credit hours from at least two of the following areas of study: African & African American Studies, Anthropology, Computer Science, Economics, Geography & Environmental Studies, History, Justice Studies, Latino & Latin American Studies, Political Science, Psychology, Sociology

Natural Sciences NS 3 courses, 9 credit hours from at least two of the following areas of study; one course must have a laboratory component: Biology, Chemistry, Earth Science, Physics (NOTE: If an FYE ANTH that counts as NS is taken, then only one Biology course may be used for NS)

Math/Quantitative Reasoning MA 1 Math course, a minimum of 3 credit hours that has Intermediate Algebra as prerequisite OR is a course listed on the General Education Program List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

Please note the following rules regarding the General Education Program:

- Only courses included on the General Education Program List of Approved Courses during the term of enrollment (published in the Schedule of Classes) are applicable towards the General Education 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. No grade of 'D' is allowed in Mathematics.
- By the tenth week of the Fall and Spring semesters, faculty teaching General Education courses must notify any student with less than a "C" average of his/her grade in the course.
- Majors in the Fine Arts, Humanities, Social/Behavioral Sciences, and Natural Sciences may waive up to six credit hours of General Education requirements in the corresponding distribution area.
- At the discretion of the major department, majors in the Natural Sciences may waive up to an additional three credit hours of General Education in the Natural Science distribution area.
- A student may use no more than two courses from any one area of study (including courses transferred to Northeastern) to meet the distribution requirements in Humanities, Natural Sciences, and Social/Behavioral Sciences. No more than one course from any area of study (including transferred courses) may be used to meet the Fine Arts distribution requirements.
- Courses completed elsewhere by students transferring to Northeastern may be applied to General Education requirements. Such courses will be evaluated by the Admissions Office to determine appropriate General Education credit.
- Students who have specific questions should contact either their academic advisor or the Coordinator of the General Education Program.
- Freshmen and transfer students who require developmental courses in reading, writing and/or mathematics must take the indicated courses during their first 30 credit hours at NEIU.

AREA OF STUDY IN ADDITION TO THE MAJOR

Effective Fall 2008 undergraduate students are not required to have a minor except as noted below.

A student in the College of Arts and Sciences who majors in Biology, Chemistry, Earth Science, or Physics must complete a required set of cognate courses in other sciences and mathematics.

A student who completes a major in the College of Business and Management must complete a required set of cognate courses in the Business and Management core in addition to courses for the major.

Some majors in the College of Education require a minor. Students should refer to the section of the Catalog which details the requirements for each major to determine if a minor or a set of cognate courses is required.

Declaration of Major/Pre-Major
The University requires all undergraduate students to declare a major by the time they have earned a total of 45 credit hours. Students who have not completed the prerequisites necessary to declare a major must declare a pre-major.

Declaring a Pre-Major
Students may declare a pre-major by obtaining the form at the Enrollment Services Center (D 101).

Declaring a Major
The "Declaration or Change of Major/Minor" form must be completed for a declaration of major/minor or any changes in major/minor. The procedure is as follows.

a. Obtain form from the dean's or department office, or from the Advising Office.
b. Form is to be completed and presented to the department of the intended major.
c. Students declaring a major in the College of Business and Management and the College of Education must obtain approval by the department chairperson and former Academic/University Advisor, the form is submitted to the Enrollment Services for data entry.
d. Students declaring a major in the College of Arts and Sciences may submit the form to a representative in the department office who will assign an academic advisor to the student. No other signatures are required. The form is then submitted to the Enrollment Services for data entry.

In most cases students may follow this procedure at any time throughout the school year. Please check with the major department for specific deadlines.

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. Specific dates for Fall 2014 through Summer 2016 can be found in the Academic Calendar section of this Catalog.

CATALOG YEAR
The catalog year assigned to a student will be the academic year to which the student is admitted. An undergraduate student's catalog year will be updated if the student ceases to attend for three consecutive

semesters, which includes the summer. The catalog will be reset to the academic year the student is readmitted. Declaration of major does not affect the catalog year.

PREREQUISITE POLICY
Students should note that some course descriptions refer to a prerequisite course that must be successfully completed or the student must be enrolled for the course prior to registration. 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(s) cannot be met, it is the responsibility of the student to obtain a waiver of the prerequisite prior to registration by following the procedure applicable in the college or department which sponsors the course. In order for the student to register for the course, the college or department must enter an override in Banner.

POLICY ON FIRST CLASS SESSION ATTENDANCE
Department instructors may reassign a student's seat in a class if the student does not attend the first class session, and neglects to inform the instructor in advance of the intended absence. The student will be responsible for any financial consequence if the course is not dropped officially by the student before the appropriate refund deadline. Failure to officially withdraw from a class will result in a grade of NAF or UWF.

POLICY ON CLASS ATTENDANCE
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.

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; Effective Fall 2010 grades earned in developmental courses (090 level) will not be counted in the hours earned nor in the grade point average.

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.

400-level courses are for graduate students only.
500-level courses are for graduate students only.

Students must complete a minimum of 24 semester hours at the upper division level and 18 semester hours at the 200 or 300 level.

POLICY ON GRADUATE DEGREE CREDITS

As of Fall 1997 all graduate credits will be at the 400 level or above except for a limited number of 300 level courses specifically approved for graduate degree credits in a given master's degree program. This policy applies to all students entering degree programs beginning with Fall 1997 and with students-at-large with degree. Students are strongly advised to consult with their program advisor or the College of Graduate Studies and Research for details concerning graduate degree credits for 300 level courses.

STUDENT CLASSIFICATION

	Total Hours Earned:
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 Licensure — admitted to a licensure program.
Second Bachelor's Degree Candidate — admitted to an undergraduate degree program.

GRADING SYSTEM

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 (GPA) 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:

Grade		**Grade Points Per Credit Hour**
A	Completion of course requirements in an outstanding manner, reflecting a degree of accomplishment that is exceptional.	**4**
RA	Used for developmental courses only. Grade is not counted in hours earned nor in grade point average.	0
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**
RB	Used for developmental courses only. Grade is not counted in hours earned nor in grade point average.	0

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**
RC	Used for developmental courses only. Grade is not counted in hours earned nor in grade point average.	0
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**
RD	Used for developmental courses only. Grade is not counted in hours earned nor in grade point average.	0
F	Failure to demonstrate acceptable competence in the subject matter of the course, and/or failure to fulfill the requirements of the course.	**0**
RF	Used for developmental courses only. Grade is not counted in hours earned nor in grade point average.	0
I	Incomplete — Allows for an additional amount of time to complete a course, given at the discretion of the instructor. (See Policy on Incompletes, below.)	**0**
P or Pass	Credit is awarded, but the credit hours are not used to calculate the grade point average. Also listed as Pass.	**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**
NAF	Never Attended Failure – Failure due to never attending, and not officially withdrawing from a course.	**0**
UWF	Unofficial Withdrawal Failure – Failure due to not completing and not officially withdrawing from a course.	**0**

CREDIT HOUR LOAD

During the Fall and Spring semesters a student may register for a maximum of 18 credit hours per semester. During the Summer term a student may register for a maximum of 12 credit hours.

Overloads require (1) a minimum cumulative GPA of 3.0, (2) a letter of petition explaining the compelling reason the overload is necessary which is to be submitted to the appropriate college dean or department. See the current Class Schedule for more information.

No student may carry a course overload during their first term at Northeastern.

ENROLLMENT VERIFICATION

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

Enrolled Semester Hours	**(Fall and Spring Semesters)**
Graduate	**Undergraduate**

9 or more = full-time
6 to 8 = half time
less than 6 = part time

12 or more = full-time
6 to 11 = half time
less than 6 = part time

Enrolled Semester Hours
Graduate
9 or more = full-time
5 to 8 = half time
less than 5 = part time

(Summer Term)
Undergraduate
12 or more = full-time
6 to 11 = half time
less than 6 = part time

The student's status is determined by the total number of enrolled summer hours.

Dates of attendance will be reported using the beginning and ending dates of the specific summer session or sessions the student is taking classes.

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

REPEATED COURSES
Effective Summer 2008 when a student repeats an undergraduate course only the last grade earned will be used to calculate the grade point average. Courses which are repeated will only count once toward fulfilling the minimum 120 hours required for graduation.

REPEATABLE COURSES
The University offers a number of courses that use the same course prefix and number but have variable content from semester to semester. In these courses, new material is taught each semester. Students receive credit for leaning new content, and the grade and semester hours earned each time count toward the student's grade point average (GPA), and total credits. These courses are referred to as "repeatable courses" or "courses that are repeatable for credit." Examples of repeatable courses can include applied music, physical education, independent study, internship, thesis research, and topics vary courses.

Any course that is not designated as "repeatable for credit" may be retaken by the student, typically in order to improve the grade. See "Repeated Courses" for more information.

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.

Effective Summer 2008, instructors will assign an "I" grade online. Students will have two semesters (including Summer) after the incomplete grade has been assigned to remove the incomplete.

Incompletes that have not been removed within two semesters (including Summer) will be changed to an "F" grade.

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

Incompletes assigned prior to the recording of a degree cannot be removed after the degree has been awarded.

GRADE APPEAL

All students have a legitimate right to seek redress when they consider their final grade in a course to be unreasonable, unjust, or capricious. This grade appeal procedure shall be initiated during the term immediately following issuance of the grade in question; in cases involving special and unusual circumstances, this time period may be reasonably extended.

PROCEDURE:

1. The student should consult the faculty member who issued the grade for reconsideration of the grade.
2. If, after seeing the faculty member, the student wishes to pursue the issue or if the faculty member is unavailable, he/she should then approach the faculty member's Coordinator or Department Chair and ask for an investigation of the grade appeal. At this time the student must present a written statement to the Coordinator or Department Chair explaining the reasons for believing the grade to be unreasonable, unjust, or capricious. The Department/Unit Head is responsible for consulting the parties involved, gathering all pertinent information, and for preparing a written statement of the facts which will be given to the student and faculty member and be used in reviewing the facts with the student and the faculty member. The Coordinator or Department Chair shall be responsible for:
    - either concurring with the faculty member that the grade should remain as recorded or,
    - suggesting to the faculty member that the grade be reviewed.

    The student and faculty member shall be informed in writing of this conclusion. If the student believes the grade appeal has not been resolved satisfactorily, he/she may appeal the grade in writing to the appropriate dean.
3. If the Coordinator or Department Chair is the teacher of record, the student shall appeal in writing directly to the appropriate dean, instead of to the Department/Unit Head as in 2 above. (For undergraduate and unclassified graduate students, the appropriate dean is the Dean of the College in which the academic department is located. For graduate students in a degree program, the appropriate dean is the Dean of the Graduate College). The Academic Dean shall be responsible for requesting a written statement from the Coordinator or Department Chair. If the issue is not resolved to the student's satisfaction, the student may write to the Dean and request a hearing by the Grade Appeal Committee.
4. The Dean, in consultation with the Grade Appeal Committee, will review the statement prepared by the Coordinator or Department Chair. If the Dean believes the issue should be pursued, he/she will convene the Grade Appeal Committee for a hearing. If the Dean decides the issue should not be pursued, the grade remains as recorded. The decision of the Dean is final. All parties must be so notified.
5. For undergraduate and at-Large graduate students, the Academic Dean will have a standing Grade Appeal Committee, to be selected each year, composed of five members as follows:
    - Two faculty members and two alternates selected by the college assembly.
    - Two student members with two alternates selected by the Student Senate.
    - The dean of the college involved, or his/her representative. For students in a graduate degree program, the Dean of the Graduate College will have a standing Grade Appeal Committee, selected each year, consisting of five members, as follows:
    - Two faculty members and two alternates selected by the Graduate Advisory Committee.
    - Two students in good standing, in a Master's Degree Program, selected by the Dean of the College.

- The graduate dean or his/her representative.

6. The Grade Appeal Committee will investigate the case, and hold a hearing in which the student, the faculty member, and the Coordinator or Department Chair shall be invited to participate. The Committee deliberations following the hearing will be confidential.
7. If the Committee decides the challenged grade is unreasonable, unjust, or capricious, it shall so recommend to the Dean, who shall have the power to change the grade from a letter grade to a grade of "P" (pass). The credits for this course will count toward undergraduate degree requirements. If the committee decides there is insufficient evidence to support the student's claim, it shall recommend to the Dean that the original grade should stand.
8. In all instances the Committee will reach a conclusion and submit its recommendation in writing to the Dean, who shall render a written decision, copies of which shall be sent to the student and faculty member. The decision of the Dean shall be final.

GRADE CHANGE LIMITATION

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 (cannot be on academic probation) at the undergraduate level.
2. The pass/fail option is not allowed for General Education, developmental, Honors, tutored study, independent study, English 101, and College of Business and Management courses, or a course used to fulfill a major or minor requirement.
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 per term. A maximum of 18 pass/fail hours, including 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 the pass/fail option must be made no later than the tenth day of the term by contacting Enrollment Services. 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.

ENGLISH (WRITING AND READING) AND MATHEMATICS COURSE PLACEMENT POLICY

Testing Services - Placement Testing Policy

The placement testing policy requires entering and some re-entering students to take the following examinations except where stated exemption conditions have been met. ACT score validity (age of scores and requirements for submission) is defined by University guidelines.

Math Placement Test:

All entering freshmen are given two options for placement into a math course: ACT Math score or the Math Placement Test (MPT). Freshmen who submit ACT scores to the university can be placed directly into a math course solely based on their ACT math score. They also have the option of taking the Math Placement Test (MPT), in which case the university will use the higher of the two scores for placement into a math course. Since there is no penalty to taking the MPT, freshmen are strongly encouraged to do so, particularly if they took a math course in their senior year of high school.

All newly admitted and readmitted students who do not submit their ACT Math scores are required to take the Mathematics Placement Test with the exception of the following:

1. Transfer students who have earned a grade of "C" or better in a course equivalent to Intermediate Algebra;
2. Transfer and readmitted students who have met the Math/Quantitative Reasoning Requirement; or
3. Students with a score of three or higher on the Advance Placement (AP) Calculus Test.

Reading Placement Test:
No entering student may register for a Reading course before taking the Reading Placement Test. Students who submit their valid ACT Reading scores will be exempt from taking the Reading Placement Test and from taking READ 115 or READ 116 if they have a score of 20 or greater.

Writing Placement Test:
No entering student may register for an English or English Language Program course before taking the Writing Placement Test. Transfer students who do not transfer a course equivalent to ENGL-101 must take the English Placement Test. Students who transfer a course equivalent to ENGL-101 with a grade below "C" also must take the English Placement Test.

VISITOR/AUDITOR
A student who wishes to audit courses must obtain the written permission of the instructor (permission of the Department Chair for College of Business and Management courses), register in the regular manner, and pay the same tuition and fees charged to students earning credit in the same course. The approved written request to audit the course must be submitted to the Registration Office in Enrollment Services. Once the student has enrolled as an auditor in a course, he/ she may not change registration to earn credit. Refer to the current Class Schedule for additional information and deadline dates.

ACADEMIC STANDARDS: PROBATION, DISMISSAL, AND REINSTATEMENT
Undergraduates
A minimum cumulative 2.0 grade point average must be maintained in order to be classified as an undergraduate student in good standing. Students must have at least a 2.0 cumulative average in order to graduate, with some programs requiring higher than a 2.0 cumulative grade point average to graduate. The cumulative grade point average is computed on the basis of credit earned at Northeastern Illinois University only.

An undergraduate student will be placed on academic probation when his/her cumulative grade point average falls below 2.0. 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 academic probation fails to earn a 2.0 average for the term, he/she will be dismissed from the University.

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

Graduate Students
See academic probation and dismissal policies in the College of Graduate Studies and Research section of this Catalog.

Special Programs
Exceptions to the above policy will be made for students in the Project Success or Proyecto Pa'Lante programs (formerly 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 after enrollment in the program regardless of the number of terms actually attended. Good standing or probationary status is reviewed at the end of the fifth consecutive term after enrollment in 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 dismissed.

University Without Walls (UWW)
University Without Walls students shall be exempt from being placed on academic probation or being dismissed 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.

Reinstatement
A student who has been dismissed may petition to the Academic Standards Committee for reinstatement after one semester. If the petition is granted, the reinstated student will be on academic probation and will be subject to the standards for a student on academic probation as detailed in the preceding paragraph. Students who have been dismissed a second time may be eligible for reinstatement to the University through the petition process.

A petition (written letter, university admissions application, and nonrefundable application fee) addressed to the Academic Standards Committee must be submitted to the University Registrar no later than July 15 for the Fall semester, November 15 for the Spring semester, or March 15 for the Summer semester in order to be considered for reinstatement.

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

REGISTRATION AND RECORDS

REGISTRATION PROCEDURES

Currently enrolled students and students admitted or readmitted prior to the beginning of Advanced Registration, may be eligible to participate in the Advanced Registration process. This allows students to register for the term in advance. Students register online by going to NEIUport (http://neiuport. neiu.edu). Detailed information regarding online registration procedures and registration dates can be found on the Current Student tab.

Eligible students who do not advance register may register online for classes during the open, or add/drop periods. Students are responsible for viewing and/or printing their student schedule and registration fee assessment (bill) via NEIUport at http://neiuport.neiu.edu.

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

CONCURRENT REGISTRATION

Concurrent registration for undergraduates working toward a degree at Northeastern Illinois University is permissible. Prior to enrolling at another college or university, the student must meet with their academic advisor to determine which courses are appropriate for the student's progress toward graduation.

Please refer to the Concurrent Registration Checklist for important information regarding the transferability of courses and the concurrent registration process. The checklist can be found at www.neiu.edu on the Registrar Services page.

The final decision regarding the transferability of courses will be determined by the Office of Admissions Review and Processing when the official transcript is received.

Questions regarding concurrent registration can be directed to the Records Office at 773-442-4039.

TRANSCRIPTS

Students who have an active NEIUport account may request an official transcript online via NEIUport at http://neiuport. neiu.edu. Students may also request an official transcript by writing to the Records Office or by completing a Transcript Request form. It is recommended that the student allow 5-7 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 their transcript. Students will be assessed a $10 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 official or unofficial transcripts until the debt has been cleared.

VIEWING SEMESTER GRADES

Semester grades will be available for students to view via NEIUport at http://neiuport.neiu.edu two days after the deadline to submit grades. See the Academic Calendar section of this catalog for the dates grades are due. Grades are not mailed to students at the end of the semester.

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 unless otherwise allowed or required by law.

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 the online Class Schedule 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 a course and/or university will result in a grade of either "NAF" or "UWF" 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, 30 of which must be earned at Northeastern. Students must complete a minimum of 24 semester hours at the 300 level and 18 semester hours at the 200 or 300 level.
2. **Academic Major and Minor:**
   Undergraduate students must complete a major. Some majors require a minor or set of cognate courses. Students should refer to the section of the Catalog which details the requirements for each major to determine if a minor or a set of cognate courses is required. 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 cognate courses. All grade point average requirements must be met for the successful completion of a program of study.
3. **General Education Program:**
   All undergraduate students must complete the General Education Program requirements (including Math/Quantitative Reasoning).

   See the General Education Program List of Approved Courses in the current Class Schedule for courses that satisfy the Math/Quantitative Reasoning requirement. Students can also fulfill the requirement in one of the following ways:
   - Transfer credit with a grade of C or better in any math course College Algebra level or higher.
   - A minimum score of 35 on the Northeastern mathematics placement test, a score of three or higher on the Advanced Placement (AP) calculus test (pre-Fall 2014), a minimum score of 31 on the Northeastern Accuplacer College mathematics placement test (Fall 2014 and later), or a Math ACT score of 25 or higher.

- An AA or AS degree from a community college meeting the standards of the 1991 Illinois Community College Board model General Education curriculum in Mathematics or completion of the Illinois General Education Core curriculum by the end of the first semester after transferring to Northeastern Illinois University.
- Completion of one of the majors or minors listed below will automatically fulfill the Math/Quantitative Reasoning requirement.

College of Arts and Sciences	**College of Business and Management**
Biology major	Accounting major
Chemistry major	Accounting minor
Comp Sci major	Finance major
Comp Sci minor	Finance minor
Earth Sci major	Gen Bus Ad major
Physics major	Int'l Bus minor
Physics minor	Marketing major
Economics major	Marketing minor
Economics minor	Management major
Mathematics major	Management minor
Mathematics minor	
Psychology major	

4. **English Composition Requirement:**
   All students must successfully complete English 101 or its equivalent, 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.
5. **Writing Intensive Requirement:**
   All students must successfully complete a writing intensive (WIP) course of at least 3 credit hours within their discipline. This requirement cannot be fulfilled with transfer credit. Students should check with an academic advisor or the Center for Academic Writing to determine which WIP course(s) may fulfill this requirement for their major.
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, an undergraduate student must have a minimum cumulative 2.0 GPA (overall "C" average). Some academic programs and departments have other specific grade requirements. Check with your academic advisor.
8. **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 General Education Program includes course work on improving race and ethnic relations. The current online Class Schedule 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)
Justice Studies (major or minor)
Geography (major)
History (major)
Inner City Studies (major)
Latino and Latin American Studies (major or minor)
Political Science (major or minor)
Social Work (major or minor)
Sociology (major or minor)
Women's and Gender Studies (major or minor)

FILING FOR GRADUATION

Students must submit an Application for Graduation and completed Academic Course Record forms for major and minor (if applicable) to Enrollment Services or mail to the Graduation Evaluation Office, 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	Filing Deadline
May 2015	September 15
August 2015	January 15
December 2015	May 15

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 in Enrollment Services.

Students who apply for December graduation are eligible to participate in the December commencement ceremony. Students who apply for May graduation are eligible to participate in the May commencement ceremony.

Students who apply for August graduation are eligible to participate in the following December 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 to the Admissions Review and Processing Office a completed Northeastern undergraduate application form, a non-refundable $30 application fee and an official college transcript from a regionally accredited institution which awarded the first baccalaureate degree.

A minimum of 30 credit hours must be earned at Northeastern Illinois University.

Coursework taken during a previous undergraduate or graduate degree program may not be used to fulfill the 30-credit hour requirement for the second bachelor's degree. Please speak with your major department regarding courses which satisfy requirement.

Students may not be enrolled in two programs simultaneously.

Applicants for the second bachelor's degree who were awarded a degree from an accredited college or university in the United States have met NEIU's General Education program, ENGL-101, Writing Intensive Requirement, and the 24 hours at the 300 level and 18 hours at the 200 or 300 level requirement.

Second bachelor's degree candidates will be required to fulfill the Improving Human Relations requirement.

HONORS RECOGNITION

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.

All students, including those in the non-traditional degree programs, must complete a minimum of 30 credit hours at Northeastern Illinois University to be eligible for Honors recognition.

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

INSTRUCTIONAL SUPPORT SERVICES

STUDENT COMPUTING SERVICES

http://www.neiu.edu/university-life/technology-services/student-computing-services-scs

Student Computing Services provides computing resource support for students through public computing labs, Technology Enhanced Classrooms, and online training materials.

Student Computer Laboratories

At Northeastern Illinois University, Student Computing Services maintains over 625 computer workstations for general student use in 18 locations across the main campus, El Centro and the Jacob Carruther's Center for Inner City Studies. These microcomputers, both PC and Macintosh, have a number of applications that include word processing, spreadsheet, database, presentation and communications.

All computers are networked and have high-speed access to the Internet. Nine microcomputer facilities are Technology Enhanced Classrooms where general curriculum and classroom instruction is provided throughout the semester. For a complete listing of all available student computer labs, visit http://www.neiu.edu/~scs and click on the Student Computing link.

Student and Faculty Service Support

Student Computing Services provides online training materials in word processing, spreadsheet, presentation, e-mail and the World Wide Web for students and interested faculty which is updated

regularly each semester. Faculty members are also provided orientation workshops for use of the Technology Enhanced Classrooms.

Student Computing Services also provides student support in the computer laboratories and Technology Enhanced Classrooms during open lab hours. Student Computing Services employs more than 30 students on a part-time basis for this purpose. These students are given special training in technical and service support procedures.

Assistive technology
Student Computing Services supports students who have disabilities by coordinating with the Accessibility Center. Access to computer equipment in the computer laboratories is provided for the disabled in addition to special software for the blind and visually impaired.

LIBRARY FACILITIES AND SERVICES

The Ronald Williams Library is located on the west side of the main campus. It has five floors totaling over 140,000 square feet and contains approximately 800,000 volumes, seating for more than 600 users, 43 public computer workstations and numerous study areas. Special features include services for people with disabilities, the Center for Teaching and Learning, the Language Learning Lab, the Learning Support Center, the Center for Academic Writing and two classrooms for library instruction. In addition, approximately 500,000 other educational resources such as electronic books and journals, audio recordings, microfilms, maps, documents, and DVDs are housed in the Library. Further information and access to electronic resources are available on the Library's web site at http://library.neiu.edu.

Reference
Help in using the Library's collection and locating information for study and research is available at the Reference Desk, located on the first floor. Library faculty and staff are available to present course related library instruction sessions to students.

Circulation
Library users may charge out materials at the Circulation Desk situated to the right of the entrance on the first floor.

Reserve
Library materials selected by instructors for reading assignments in course offerings are kept on Reserve located at the Circulation Desk. Reserve materials are also available in electronic format for access from any computer. A listing of items on Reserve is available in the NEIU Library online catalog.

Interlibrary Loan
Because the Library is a member of the Consortium of Academic and Research Libraries in Illinois (CARLI), Northeastern students, faculty and staff may borrow materials from 86 academic libraries in Illinois. With a valid ID card, patrons may borrow materials from CARLI libraries through I-Share, the consortium's online catalog, or by visiting these libraries directly. Patrons may also borrow materials from other libraries that are not affiliated with CARLI by using ILLiad, an online service available on the Library's website.

Electronic Resources

The Library subscribes to 143 databases which provide access to the full text of approximately 73,000 journals. Online access is available to Northeastern students, faculty and staff from workstations within the Library and remotely from off campus. Assistance with using these materials is available at the Reference Desk.

Special Collections
IRAD and University Archives
The Library is the Illinois Regional Archives Depository (IRAD) for Chicago and Cook County. It holds and provides access to part of the city and county's archival materials. The Library also maintains the historical documents of Northeastern Illinois University in the University Archives. Both collections are located on the lower level of the Library. Assistance is provided by library staff and several IRAD interns.

Periodicals and Government Documents
The periodical and government document collections are located on the second floor. The Ronald Williams Library is a depository for both federal and Illinois state documents.

Curriculum Materials
The Curriculum Materials Collection (CMC) is located on the third floor and is designed to support course work in professional education and children's literature. It includes children's books, school texts, and curriculum guides.

Multimedia Learning Resource Center (MLRC)
The MLRC on the third floor houses the Library's extensive media collections along with preview facilities and equipment. The MLRC also provides access to computing resources for digital media editing.

Carruthers Center for Inner City Studies
The Ronald Williams Library provides a branch library to support the Inner City Studies program. The collection, consisting of over 29,000 books, periodicals, microforms, and other research materials, is located at 700 East Oakwood Boulevard in Chicago.

El Centro Campus
The Ronald Williams Library provides a Library Resource Center at the El Centro campus located at 3390 N Avondale in Chicago. The LRC is equipped and staffed to facilitate access to library resources and the delivery of print materials.

JACOB H. CARRUTHERS CENTER FOR INNER CITY STUDIES

Conrad W. Worrill, Ph.D., Director, Professor of Inner City Studies Education
Lance Williams, Ph.D., Assistant Director, Associate Professor of Inner City Studies Education

Northeastern Illinois University's Jacob H. Carruthers Center for Inner City Studies demonstrates the University's urban tradition of education, research and service.

The Carruthers Center for Inner City Studies (CCICS) is located at 700 East Oakwood Boulevard in the heart of Chicago. CCICS was established by Northeastern Illinois University in 1966 as an outgrowth of its concern for and commitment to Chicago's inner city communities. Since its inception, CCICS has focused on the analysis of institutions, systems and people with a direct impact on the quality of life in the inner cities of the U.S. and elsewhere in the world by creating programmatic and research initiatives.

The curricular thrust of the undergraduate and graduate programs of CCICS is to prepare those who work and live in the inner city to understand and act upon the expressed interests of residents of the inner city and to participate fully in the richness of the African and African-American cultures. Since the beginning, the approach has been interdisciplinary with effective curricula and a philosophy which re-examines every research issue, problem, assumption and question from an African-centered perspective, rather than from the traditional, European-centered viewpoint. This discipline encompasses a research methodology and world-view which achieve different results when applied to present day inner city populations, and leads to new relationships between human and natural resources in the Chicago metropolitan area and world-wide.

CCICS offers, at its site, courses from the College of Arts and Sciences that fulfill the General Education Program Requirements. Additionally, courses in Justices Studies and Social Work are offered. Also students can pursue a BACHELOR'S OR MASTER'S DEGREE IN INNER CITY STUDIES. For course listings and descriptions, please refer to the COLLEGE OF EDUCATION under Inner City Studies Education. Graduate course in School Leadership with Principal Endorsement and other graduate courses from the College of Education are offered at CCICS.

The CCICS branch of the Ronald Williams Library houses the most extensive resource center on African American issues in the Midwest. In addition, it contains master theses of CCICS graduates documenting a multitude of African-Centered research and studies compiled on politics, education, and history of the culture of African-Americans since the late 1960s through 1990.

CCICS has two computer labs equipped with 33 computers with online access to the main campus, the Internet, and libraries around the world. A live, interactive Distance Education classroom connects CCICS with the main campus of Northeastern. The use of distance education provides students on both campuses with many educational opportunities.

The following services and assistance are available to CCICS students: academic counseling, financial aid counseling, HELP Office services, leadership development modules, English Competency Exam support, and assistance with registration. The Summer Transition Program is designed to enhance the skills of entering freshmen and returning adults. The program offers three hours of college credit during the summer while focusing intently on students' study habits, writing skills and preparedness for successful completion of their selected degree program.

Seminars are offered to schools, community organizations, businesses and social services agencies to facilitate and improve communications and understanding of the African-American culture. Seminars are scheduled by request. CCICS makes available its facilities to not-for-profit organizations that promote the growth and development of the individual, community and services. CCICS also provides other educational services in cooperation with community institutions and organizations. (1) "Teaching About Africa", is a longstanding program sponsored by the Kemetic Institute in partnership with the Chicago Public Schools and Northwestern University's African Studies Program. (2) Great Black Music Project. (3) The Chicago Defender Charities, (4) The National Black Social Workers, Chicago, (5) The Illinois Transatlantic Slave Trade Commission (ITSTC) project established to research and study the Transatlantic Slave Trade, its past and present affects on African Americans in the State of Illinois.

COLLEGE OF ARTS AND SCIENCES EDUCATION PROGRAM (CASEP)

Melanie Bujan, Coordinator
Lech Walesa Building, 3030
773-442-5654

The College of Arts and Sciences Education Program (CASEP) is an educational initiative for full time first year students desiring to pursue a career in Pre K-12 teaching. Acceptance into CASEP allows a student to begin teacher training during the first year of college, two years prior to entering Northeastern's College of Education. CASEP comprises 10 courses, which help to satisfy General Education requirements and prepare a student for a career in teaching. As a member of CASEP, students will be exposed to arts integration strategies and team building, and also have the opportunity in their first year of college to observe and work in elementary and high school classrooms alongside practicing teachers. There will be opportunities to begin building a teaching portfolio by attending professional development conferences and serving as judges in local public school science and history fairs. In addition, CASEP classes are limited to 25 students. During the first two years, students will take most of their classes with other CASEP students who also share the goal of becoming a high quality and well prepared teacher.

Once accepted to Northeastern, a student is eligible to apply to CASEP through application. If qualified, you will be invited to come in for an interview.

The following is a list of CASEP courses: (Except for Educational Foundations 305/306, courses are listed under specific departments in the College of Arts and Sciences.)

Freshman Classes:
Communication 100
Introduction to Theatre 130
Sociology 100
Writing 101
Cooperative Learning in Adventure Education

Sophomore Classes:
Communication 101
Educational Foundations 305
Educational Foundations 306
Earth Science 121
Writing 102

CENTER FOR ACADEMIC WRITING (CAW)

Kate Hahn, Ph.D., Director

The Center for Academic Writing, located in the Ronald Williams Library, is the home of the Writing Intensive Program (WIP). CAW offers workshops and consultations to departments, faculty, and instructors who are developing and teaching WIP courses or who are interested in integrating writing into any course. CAW also provides peer tutoring to students enrolled in WIP courses. More information is available by contacting CAW by phone at 773-442-4492 or by email at mk-hahn@neiu.edu.

Writing Intensive Program (WIP)

The Writing Intensive Program is comprised of undergraduate courses across the curriculum that fulfill the writing intensive graduation requirement. All students must successfully complete a writing intensive (WIP) course of at least 3 credit hours within their discipline in order to graduate. Students should speak with their advisor to learn which course(s) will fulfill the WIP graduation requirement for their major.

WIP courses are content courses that are designed to help students master the course content, learn about writing in their chosen discipline, and improve their writing skills. CAW provides peer tutoring for students enrolled in WIP courses. WIP peer tutors are selected by their departments and are hired and trained by CAW to provide support to students working on writing assignments in WIP courses. Students should speak with the instructor of their WIP course and/or contact CAW for information about WIP peer tutoring. Information is available by phone at 773-442-4492 or by email at caw@neiu.edu.

COURSE OFFERINGS

ANTH-355 WIP: History of Anthropology
ART-202 WIP: Methods of Research in Art History
ART-292 WIP: Professional Practices
ART-392A WIP: Professional Practices
ART-392B WIP: Professional Practices
BIO-305 WIP: General Ecology
BLBC-302 WIP: Methods of Teaching Language Arts – Elementary School
CHEM-213 WIP: Quantitative Analysis
CMTC-200 WIP: Theories of Communication, Media and Theatre
CS-319 WIP: Fundamentals of Software Engineering
ECED-313 WIP: Language Development and Educational Implications
ECON-310 WIP: Business and Economic Statistics II
ECON-320 WIP: Non Profit Management, Administration & Communications
ECON-323 WIP: Economic Development
ELED-302 WIP: Methods of Teaching Language Arts in the Elementary School
ENGL-210 WIP: Methods for English Majors
ENGL-310 WIP: Introduction to Composition Studies
ESCI-306 WIP: Rocks and Minerals
GES-250 WIP: Writing in GES
HIST-324 WIP: The Civil War and Reconstruction 1860-1877
HRD-325 WIP: Communication in Human Resource Development
JUST-202 WIP: Justice and Inequality
LLAS-201 WIP: Culture & History of Latinos
MATH-251 WIP: Introduction to Advanced Mathematics
MNGT-370 WIP: Managing Global Business Organization
MUS-312 WIP: Beethoven
MUS-321D WIP: Seminar in Music History: Stravinsky
MUS-391 WIP: Contemporary Music Education - Grades K-6
NDP-310 WIP: Diversity in the Workplace
PEMT-316 WIP: Writing in HPERA Professions
PHIL-210 WIP: Arguing Philosophically
PHIL-222 WIP: History of Ancient Philosophy
PHYS-307 WIP: Modern Physics Laboratory
PSCI-251 WIP: Comparative Political Systems
PSCI-344 WIP: Public Organization Theory

PSCI-392 WIP: Contemporary Political Philosophy
PSYC-202 WIP: Statistics and Research Methods I
SCED-301 WIP: Methods of Teaching on the Secondary Level
SOC-245 WIP: Social Inequalities
SPED-371 WIP: Foundations of Special Education
SWK-303 WIP: Human Behavior and the Social Environment I
SWK-322 WIP: International Social Work
WGS-201 WIP: Feminist Ideas
WLC-250 WIP: The French Novel in Translation
Note: Art Studio and K-12 Art Education majors must successfully complete ART 292, 392A, and 392B in order to fulfill the Writing Intensive graduation requirement.

THE CENTER FOR COLLEGE ACCESS AND SUCCESS

A RICH HISTORY OF INNOVATION AND SUCCESS

The *Center for College Access and Success* formerly the *Chicago Teachers' Center (CTC)* is an outreach arm of the university into the community and schools. The Center is an innovator in developing successful programs to improve urban education in Chicago area schools. The Center stands on a foundation of innovative programming aimed at increasing student success through enhancing teaching pedagogies and strengthening family and community engagement through collaborative partnerships.
The *Center for College Access and Success* plays an important role at Northeastern and in the community. Using our 36 years of experience in P-12 schools, we collaborate with other university and college programs whose aim is to increase access, retention and success. We are expanding our leadership in the national dialogue about first generation low-income college goers through our role at the University, in our program schools, locally and with other educational partners across the country.

A LEADER IN PROGRAMS AND RESOURCES

The Center uses innovative and research-based strategies to strengthen the educational pipeline focused on student success from P-12 to college and beyond. All programs at the *Center for College Access and Success* have aspects of *Preparation, Readiness, Access,* and *Success* as a formula for the successful scholar. Through this work, students become academically prepared, enroll in college and persist through graduation, increasing their potential for a successful future in their careers and beyond. The Center staff and university faculty continue an exemplary record of service to Chicago and suburban schools by collaborating closely with teachers, administrat ors, counselors, 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 focused on improving outcomes for students.

NORTHEASTERN'S PRESENCE NEAR DOWNTOWN CHICAGO

Located at the corner of Halsted and Chicago in River West, the *Center for College Access and Success* occupies the fourth floor of a timbered loft building just west of downtown Chicago. In addition to office space, we have a large conference center that is available for meetings, University classes, conferences, and professional development and family engagement seminars and workshops. Our location is convenient for many of our educational, business and community partners with direct highway access from both airports.

CENTER FOR TEACHING AND LEARNING (CTL)

Edmund J. Hansen, Ph.D., Director

Located in the Ronald Williams Library, the CTL offers support for both full-time and part-time faculty who want to refine their teaching skills, experiment with new instructional formats, and learn about the application of educational technologies in their classes. The Center provides workshops, educational software training, resources, and individual consultations for faculty members requesting our services. Additional information can be accessed by phone at (773) 442-4467, e-mail: E-Hansen@neiu.edu, or on the Web at www.neiu.edu/~ctl.

EL CENTRO

María E. Luna-Duarte, M.A., Interim Director
María Rebeca Lamadrid-Quevedo, M.A., Interim Assistant Director
Esmeralda Guerrero, M.A., Assistant Director of Student Support Services
Fausto Ortiz, B.A., Coordinator of Technology Resources

El Centro is one of Northeastern Illinois University's campuses. It is a focal point for the Latino community and provides educational opportunities within a culturally comfortable and easily accessible setting. El Centro offers the general education program of the University to students who are interested in taking classes primarily during the evening hours and/or weekends, and beginning the fall of 2014 semester we will offer additional morning classes.

The staff at El Centro assists prospective students and their families with the admission and financial aid processes to get started on their academic journey at Northeastern. Beginning the fall of 2014, El Centro will offer undergraduate courses leading to bachelor's degrees in computer science, justice studies, social work and special education. Additionally, El Centro provides comprehensive academic support and co-curricular programs for students, such as our signature mentoring program, GUIAS (GUidance, Inspiration and Academic Support). El Centro serves nontraditional, part-time and returning adult student populations as well as traditional first-year and transfer students.

In collaboration with community-based organizations, El Centro serves the community through outreach programs in the areas of citizenship, education, health, housing, and technology. The El Centro Community Education Program seeks to improve the lives of communities living in the Avondale, Hermosa and Logan Square communities and surrounding Chicago land neighborhoods. El Centro is poised to continue to provide access and educational opportunities to diverse communities in the Chicago area and serve as a resource and a bridge for students and community members to develop their human capital, nurture self-esteem, and prepare for the professions in the multicultural world of the 21st century.

In keeping with Northeastern Illinois University's mission, El Centro provides a quality education at an affordable price.

For more information contact Northeastern Illinois University El Centro at 3390 North Avondale, Chicago, Illinois 60618. Telephone: 773-442-4080; Fax: 773-442-4085.
Web: http://www.neiu.edu/academics/el-centro/

FIRST-YEAR EXPERIENCE (FYE)

Barbara A. Sherry, J.D., Executive Director
Kerri Kadow, Administrative Aide
Lech Walesa Hall, LWH-3026

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The First-Year Experience is a program for new students in their first year of study. The five facets of the overall program are as follows:

- Transitions – to assist first-year students in adjusting to the university environment academically, behaviorally, and socially;
- Inquiry – to facilitate students' general academic preparation by adding a practical component to classroom work through research, civic engagement, service learning, or some other field component.
- Readiness – to prepare students for academic achievement that spans across the curriculum in terms of the development of critical thinking skills, as well as improved written and oral expression.
- Self-Discovery – to enable first-year students to discover their own path toward understanding their place in the university and the wider community; and
- Future Planning – to help first-year students understand how all their coursework can prepare them for their future and what kinds of careers can result from their chosen majors and/or minors.

These five facets are addressed through both the curriculum and the co-curriculum under the general theme, "Diversity in Chicago."

The curriculum is comprised of the FYE Colloquium, which is a series of courses designed specifically for first-year students (see listings below). All courses in the FYE Colloquium series:

1. Bear the number "109";
2. Carry credit toward one General Education Program requirement in the specified disciplinary area (i.e., fine arts, humanities, natural sciences, or social sciences);
3. Contain a field component (i.e., a graded part of the course that connects the city of Chicago with the content, thus making the city a laboratory for students); and
4. Count for 3 credits toward graduation.

A Freshman Colloquium course must be taken during students' first year of study at Northeastern Illinois University. Students are encouraged to select the course that interests them most since they will not be eligible to take more than one FYE Colloquium.

The co-curriculum is a series of events, activities, and services available to students outside of their classes. Students may be required to participate in some co-curricular events and activities for credit at various times throughout the academic year in partial fulfillment of their assignments for the FYE Colloquium. Check with the course instructor for details.

For other information relevant to the first-year experience, students are referred to the FYE website at http://www. neiu.edu/~fye.

COURSE OFFERINGS

AFAM-109: FYE: Exploring Africa in Chicago (SB) The Exploring Africa in Chicago course is designed to provide first year students with a brief overview of the African continent, and an opportunity to understand the rich and varied diversity of Africa and its peoples. Using Chicago as a lab, students will use standard research methods, library databases, websites, readings, speakers, films, and field experiences to discuss the rich heritage of African culture, music and arts, the continent's geography, pre-colonial and colonial history, oral and written history, its languages and ethnicity, the family systems, and political,

economic, and democratic systems. Students will be encouraged to get out of the classroom and into various communities and institutions in the Chicago land area, seek out individuals of African descent in academia, healthcare, business, industry and other professions, and use standard interview techniques to critically examine their contributions to the city of Chicago, to the United States, and to the world.

ANTH-109B: FYE: Skeletons in Chicago's Closets (NS) Interested in bones? Biological anthropologists study human biological diversity, including variation and changes in skeletal structure in past and present populations. This provocative course will introduce students to forensic anthropology and paleoanthropology, and will also compare skeletons of nonhuman species. A wealth of information can be extracted from bones - everything from an individual's sex to speciation and evolutionary change. Students will engage in hands-on labs, discussions of readings, guest lectures by area researchers, a fascinating behind-the-scenes Field Museum tour, and will also explore a variety of other Chicago museums, skeletal collections, and exhibits. This course counts for General Education credit in the Natural Science Area.

ANTH-109C: FYE: Skin of Chicago (SB) We wear about 9 pounds of it every day, but we take most of its functions, adaptations, uses, and subtle cultural signals for granted. For anthropologists, skin is a place where biology, comparative anatomy, culture, evolution, archeology, ritual, taboo, art, diversity, and race all come together. An understanding of human skin helps dispel judgments people make about others based on skin color. Using Chicago as a field laboratory, we will discover the wonders of skin, ever mindful of how we fit inside our own.

ART-109: FYE: Art, Architecture, and Urban Design in Chicago (FA) This field-based course explores art in an urban environment, examines the relationships between art and urban culture, and considers the role of art in an urban setting. Students will gain a familiarity with Chicago as a cultural home; they will evaluate the role of public art in Chicago, examine the design and purpose of open spaces, and gain a familiarity with the Chicago school of architecture.

BIO-109A: FYE: Alien Invasions of Chicago (NS) Global trade and travel has been responsible for spreading microbes, plants and animals across great distances and previously insurmountable barriers, and many of these species, once introduced into a new area become ecological invaders. Species that become invasive have strong negative impacts, both economic and ecological, so a great deal of resources are dedicated to controlling or removing them. This course will survey the diversity of species that have invaded ecological communities in the Chicago area, look at the factors that allowed them to become invasive, look at the ways in which these invaders have had negative ecological and economic impacts in the region, and review examples of how ecological principles have been and are being applied to control them. Students will meet with local experts in the field, in order to get first-hand experience with some of the more infamous invasive species and see Chicago from the perspective of urban ecologists.

BLAW- 109: FYE: Professionalism, Ethics, Law, and Chicago Scandals (HU) This course examines the intersection between professionalism, ethics and law from a business perspective. We will look at these issues through the lens of major business-related Chicago scandals, predominantly non-political, and we will take multiple trips to visit some of the actors involved in these scandals, such as judges, lawyers and business people, who will further inform students about the importance of professionalism, ethics and compliance with laws. The topics covered in this course include defining professionalism, comparing professionalism to ethics, critically evaluating the differences and the importance of both, and discussing the legal process as it applies to white-collar crimes.

CMTM- 109A: FYE: Chicago on Video: One Pixel at a Time (FA) In this course, the five foundations of the First-Year Experience (Future Planning, Integral Preparation, Research, Self-discovery and Transitions) are interwoven with the field-specific concepts and terminology of video production. Students in this dynamic, hands-on class will turn the lens on other students engaged in hands-on learning....producing children's theatre, testing water samples, conducting fieldwork, examining issues of social justice...and get a taste of both documentary production and advanced undergraduate coursework at NEIU. Students will also get to

explore uses of video at the community level - from high school students covering sports events, to local immigrants keeping their cultural ties alive.

CS-109: FYE: The Information Age: Its Impact on Chicago's Culture (SB) The 21st century has seen the genesis of the information age. Advances in computer technology have made immediate access to information and sophisticated processing of information commonplace in business, science, medicine, education, various professional areas, and many aspects of personal life. This course focuses on how this has impacted Chicago's culture and its diverse communities.

DANC-109: FYE: Steppin' Out: Dance in Chicago (FA) A course designed to increase the student's awareness, understanding and enjoyment of a variety of styles of aesthetic/theatrical dance. The course incorporates both movement and non-movement based approaches to learning about dance as an art form, and will focus on learning about ballet, modern, jazz and ethnic dance through lectures, discussions, films, the attendance of outside performances, and written assignments. In this course, the five foundations of the First-Year Experience (Future Planning, Integral Preparation, Research, Self-discovery and Transitions) are interwoven with the field specific concepts in dance.

ECON-109: FYE: Money Matters: The Chicago Economy (SB) This course is designed to provide students with an introduction to surviving in the Chicago economy. The five foundations of the First Year Experience (Future Planning, Integral Preparation, Research, Self-discovery and Transitions) are interwoven with the introductory field-specific concepts and terminology of economics. Students will be introduced to economic and financial literacy while learning what makes Chicago one of the greatest economic engines in the world. Students will examine the Chicago economy and collect data on major economic sectors in Chicago today with an eye on what it will take for workers, households and businesses to succeed in Chicago's future.

EDFN-109: FYE: Schooling Chicago: Communities, Public Education and Change (SB) This course analyzes education in and outside Chicago Public Schools as a key social institution that both influences and is influenced by the larger society. You will be introduced to a wide array of topics and case studies that elaborate on the embeddedness of classrooms and schools in social environments across Chicago. This course will span a variety of school processes such as curricular differentiation, social and economic reproduction, voluntary associations (extra-curricular clubs, parent organizations), social groupings and peer influence. Particular attention is paid to questions about the relationship between social stratification and education. For example, how is the structure, content, and funding of schools across Illinois affected by wider social and political conflicts? Does educational attainment affect an individual's economic status? Does education promote social equality? This course will introduce students to the use of new information technologies in K-12 education.

ELAD-109: FYE: School's Out: Chicago's Bouquet of Nontraditional Educational Programs (FA) Chicago is renowned for its world class museums, music, theaters, gardens, zoos, and other attractions. From the Museum of Broadcasting to the Art Institute - all of these institutions have educational programs open to the citizens of Chicago. Explore them via internet, interviews, guest presenters, and field trips. Open your mind to the diversity of learning and teaching opportunities available outside of school in our city. This course will enable you to:

- Gain an appreciation of many of these programs
- Raise your awareness of the various fields of knowledge involved
- Use findings to create written, oral, and electronic presentations about these programs
- Sharpen your research , writing, and thinking skills
- Probe career opportunities
- Expand your horizons and creativity

ELED- 109: FYE: Building Chicago One Teacher at a Time (SB) In this course the five foundations (Future Planning, Integral Preparation, Research, Self-discovery, and Transitions) of Northeastern's First -Year

Experience program are taught alongside an introduction to content specific to the discipline of Teaching of Elementary Education. Introduction to Chicago schools, communities, and diverse student population, as well as curricular models, school structures, and best practices in teaching.

ENGL-109A: FYE: Chicago's Literary Diversity: Reading the Neighborhoods (HU) This course explores how literary Chicago enters into discourses on race and ethnicity in twentieth century literature. Beginning with the Great Migration, students sample literary history produced by people who settled or passed through Chicago. Writers have used Chicago as a setting for major works and sociological studies have attempted to focus on Chicago's neighborhoods and how they were formed as a result of immigration from other countries and migration from the American South. The course examines several works from popular perspectives, fiction, autobiography, journalism, humor, folktales, cultural criticism and regional studies to reach a better understanding of the city.

ENGL-109B: FYE: Reading and Writing the Literary and Political Landscapes of Chicago (HU) From the Haymarket "riot" of 1886 to the Pullman Strike of 1894 to the Black Sox scandal of 1919 to the trial of Abbie Hoffman and the Chicago Seven in the aftermath of the Democratic Convention of 1968, Chicago has, to say the least, a colorful and, quite literally, explosive political history. As with any major urban center in the United States, Chicago bears the historical scars and contemporary fruits of vibrant and violent class conflict, labor insurgencies, racial strife, immigrant struggles, and activism for social justice. Part and parcel of this historical legacy is a rich spate of cultural production that attempts to comprehend this past in those historical moments and in our contemporary era.

ENGL-109C: FYE: Drama and Diversity in Chicago (HU) In this class, we will analyze and experience Chicago theater. By emphasizing theater that challenges social and cultural norms, we will consider how drama works to create and define diverse urban communities and how it offers alternative visions to the status quo. This class will emphasize writing and reading about drama, interviewing theater personnel and taking notes on actual theater performances, and relating art to social and political diversity. We will attend 3-4 performances during the course of the semester.

ENGL-109D: FYE: Windy City Words: Ethnolinguistic Chicago (HU) This course integrates the five foundations of the First-Year Experience (Future Planning, Integral Preparation, Research, SelfDiscover, and Transitions) with concepts from the study of literacy and language. Using the city as a field site, students actively explore the linguistic and cultural diversity of Chicago through independent research, readings, online resources, speakers, and other experiences.

ENGL-109E: FYE: Your Chicago: Write On! (HU) This course interweaves foundations of the First-Year Experience (Future Planning, Integral Preparation, Research, Self-discovery, Transitions) with specific concepts of creative writing. Explore and experience Chicago's vibrant cultural scene while cultivating literary culture in class. Students study their local literary heritage reading, analyzing, and discussing works of classic and contemporary Chicago authors and attending and annotating literary readings at local bookstores and cafes; experimenting with a range of writing exercises, prompts, and assignments, students will craft their own stories, recognize their unique writing process, and learn techniques to revise and polish their prose, culminating in a student reading.

ESCI-109: FYE: Chicago Rocks! Geology in the City (NS) Chicago has been at the bottom of the sea, buried under a mile of ice, and set in a warm, tropical paradise. Such diverse changes have shaped Chicago and the surrounding region, including the lake, the rivers, the ground we walk on (and build on), and the decisions we make about land use, resources, and waste management. Explore Chicago Rocks – as well as water, weather, and land forms -in the context of current issues related to resource use and the environment. Field trips and hands-on experiences highlight the extent to which geology influences the character of the Chicago area.

ESCI-109W: FYE: Muddy Waters: Chicago's Environmental Geology (NS) Chicago's vital bodies of water-Lake Michigan, Chicago River, and others – interact with the urban landscape and the soils and rocks of the ground beneath us. These interactions influence environmental issues in our everyday lives, including

"What happens when water goes down the drain?" and "Why do certain areas flood after it rains?" Explore these questions in the context of Chicago's geology, to evaluate the critical interactions affecting soil and water contamination, flooding, and our drinking water. Laboratory analysis of water and soil, collected on local field trips, will clear the "muddy water" about how environmental geology impacts your neighborhood.

FREN-109: FYE: Chicago: The French Connection (HU) Freshmen explore Chicago's French and Francophone heritage as well as the current and former contributions of French and Francophone cultures to the city and its various communities. Students will discover how French and Francophone influences were and continue to be an integral part of the city's cultural landscape through a variety of texts, films, speakers, and field trips to cultural venues or activities. In the course, the five foundations of the First-Year Experience (Future Planning, Integral Preparation, Research, Self-discovery, and Transitions) are interwoven with concepts and terminology specific to cultural and literary studies. Taught in English.

GES-109A: FYE: Chicago Geographies: Global Chicago (SB) This is an introductory course in urban geography that provides a broad overview of the Chicago metropolitan area in the global context. We will explore the place of Chicago as a hub in the global economy, as well as the many different ways that global forces have impacted social relations and spatial practices in the metropolis.

GES-109B: FYE: Chicago Geographies: Environmental Chicago (SB) Students study the relationships between human settlement and the natural environments in the metropolitan area including environmental problems, their causes, and possible solutions. Issues such as waste disposal and recycling, brown fields, suburban sprawl, air and water pollution, water supply, flooding, and drainage, invasive species, and urban parks are investigated, with classroom discussion and field trips.

HIST-109: FYE: History of Chicago (SB) The history of Chicago is an interesting and relevant way of introducing freshmen to a university curriculum. This class will focus on the major themes that have shaped the city's development. Many people believe Chicago is the most "American" of the major cities. In 50 years Chicago evolved from a fur-trading crossroads to a major industrial center. The unprecedented speed of Chicago's development made it a city of stark contrasts, producing enormous tensions between the entrepreneurial forces that built the city and the countervailing social forces that strived to humanize it. Because of the magnitude of the challenges Chicagoans faced, they became pioneers of many of the major economic, social, and political trends that have shaped modern America. The constant stream of immigrants has played an integral role in this dynamic process, contributing both to the city's economic and cultural development. By exploring the many ways Chicago has been at the forefront of change, students will gain a valuable perspective on their city within the national and global perspective.

JUST-109: FYE: Justice in Chicago (SB) Using Chicago as a lab, students will experience justice in many forms, from courthouse visits and artistic expressions, to discussions with attorneys, judges, and formerly incarcerated persons. In this course, the five foundations of the First-Year Experience (Future Planning, Integral Preparation, Research, Self-discovery and Transitions) are interwoven with the introductory concepts and terminology of the criminal and social justice systems to provide first-year students with an opportunity to critically examine social injustices in institutions and social structures through a critical lens.

LING-109: FYE: Language & Diversity in Chicago (HU) Hands-on research, using Chicago's rich diversity of languages in contact as a laboratory, will enable you to understand the mechanisms, dynamics, and manipulations of language and language use. Students will explore the following questions:

- What is language?
- What makes it universal?
- What makes it unique?
- How can it be used as a tool?
- How does it unite or divide?
- What is language contact and how does it affect you?

- What is the relationship between language and identity?
- What is language diversity and what brings it about?
- How does an awareness of language make you a stronger, more confident communicator?

LLAS-109: FYE: Art, Thought, and Revolution in Chicago (SB) An introduction to the cultural life of Chicago Latino youth with its regional differences with key themes/symbols and cultural norms created by the historical interaction between Latinos and American society as expressed in literature, art, music, and folklore. Attention will also be given to change and continuity in Latino cultural norms on the basis of historical events. The class explores the history of art and its role in the civilizations from Modernism, the Mural Renaissance and the Civil Rights Movement. Using the rich artistic legacy of this area, the class examines the way art functions across borders and how borders have been constructed, debated, and lived through in the art of the past.

MUS-109: FYE: Chi-Tunes: Music In Chicago (FA) This course is designed to increase the first year student's awareness, understanding and enjoyment of a variety of musical styles through attending live performances. Students will learn the basics of reading and writing music, music history, and music's place in society and culture through pre and post concert discussions.

PEMT-109: FYE: Chicago Body Works (NS) This course presents a practical view of the importance of fitness and nutrition in our daily lives We will investigate the fundamentals of a "fit-for-life" attitude and learn to participate in related exercise. This includes current fitness assessment and developing methods to make improvements in the five components of health-related fitness. We will engage in a variety of physical activities and place strong emphasis on the importance of proper nutrition to fitness. Throughout the course, we will pursue the theme of diverse opportunities and challenges presented to individuals pursuing wellness in Chicago.

PEMT-109B: FYE: Adventure in Chicago (SB) Through a context of Adventure, this course provides students with a diverse range of challenging cognitive and physical activities, both on campus and off, that highlight and enhance the personal and group skills needed to move through the adventures that will be presented and the adventures that are inherent in a college program. Students will have the opportunity to participate in teambuilding activities, vertical ascents, community service adventures, and other Chicago area challenges. Some level of active participation will be a requirement to Adventure in Chicago.

PSCI-109: FYE: Civic Engagement, Community and Social Change in Chicago (SB) This colloquium is a three-credit course that combines the traditional classroom setting and community service to explore the meaning and interconnection of community, citizenship, politics, diversity, civic engagement and social change. Students enrolled in this course spend time developing their interpersonal and intrapersonal skills (such as, self-awareness, critical thinking and problem-solving skills, leadership skills), become skilled at civic engagement (action strategies and plan, project management, communication, negotiation and teamwork), as well as reading academic literature that examines concepts of democracy, power, and justice.

PSYC-109: FYE: Growing Up in Chicago (SB) This is a course that introduces students to the basics of child psychological development. What are the steps of development? Which developmental steps are unique to every individual? Which developmental steps are universal and which are culturally determined? Chicago has many resources, historical, art and cultural museums, schools, and its people, that will be used to explore the answers to these questions. Through a combination of hands on activities, verbal and written reflections, students in this class will discover what it means to be a developing human being here in Chicago.

PSYC-109B: FYE: Intimate Chicago—Psychology of Romantic Relationships in Chicago Films (SB) This course will use films as a vehicle for identifying, explaining, and illustrating basic psychological concepts. In addition to learning about the social psychology of romantic and close relationships, students will learn about basic psychological principles from learning, personality, and developmental theories. Students will complete assigned readings on the appropriate psychological theories, apply them to the films, and

complete written assignments on them. A group final project will include producing a film on relationships, using Chicago as a backdrop

PSYC 109C: FYE: The Pursuit of Happiness, Chicago-Style (HU) Happiness is a key concern in everybody's life. Not everyone knows how to define it and even less how to pursue it. Happiness means different things to different people. Such differences exist across cultures, income levels, professions, and even age brackets. This course explores what psychologists have to say about the meaning and pursuit of happiness across various population groupings in the Chicago metropolitan area. It also looks at how students themselves view happiness. Students will get a hands-on experience at doing some research and acquiring the skills it takes to be a successful college student.

SOC-109A: FYE: Investigating Chicago: Immigration and Migration (SB) In this course, the five foundations of the First-Year Experience (Future Planning, Integral Preparation, Research, Self-discovery and Transitions) are interwoven with the field-specific concepts and terminology of sociology. Using the city as a lab, freshmen explore Chicago's immigrants and immigration patterns, actively discovering the complexity and diversity of Chicago as an immigrant destination through readings, films, speakers, and out-of class experiences.

SPAN-109: FYE: Chicago's Latina/o Cultures (HU) According to the American Community Survey of the U.S. Census (2003), over one quarter of Chicago's population is Hispanic. This ever-increasing demographic has a significant cultural, historical, political, social, literary and linguistic impact on the city of Chicago. This course seeks to explore and develop an appreciation for the diversity of these Spanish-speaking groups and their invaluable contributions to the surrounding communities and to society in general. Note: SPAN 109 is presented in a bilingual format (English & Spanish)

SWK-109: FYE: Search for Meaning of Life (SB) The social work profession seeks to help people live happily and productively with joy and purpose and meaning. Social work values diversity including what the oldest wisdom traditions teach us about the meaning of life. In this course, we will visit sacred places in Chicago to experience the teachings and practices of six wisdom traditions -- Christian, Jewish, Islam, Buddhist, Hindu, and Native American – to learn what they can tell us about living joyfully and purposefully.

TESL- 109A: FYE: Teaching English in Chicago (HU) In this course, the four foundations (Future Planning, Academics, Self-Discovery and Transitions) of the First-Year Experience are interwoven with the field specific concepts and terminology of teaching English as a second language (TESL). This course introduces the structure of the English language and methods of teaching it to speakers of other languages. This involves investigation the pronunciation and grammar of English as well as looking at ways to teach these subjects along with listening, speaking, reading and writing skills to English Language Learners (ELLs). The course will involve a service learning component in which students will tutor ELLs in various sites throughout Chicagoland. As students study the basics of teaching English as a second language, they will develop academic skills that will contribute to their success in college and beyond.

GLOBAL STUDIES

Tracy Luedke, Coordinator
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The Global Studies Program is designed to provide students with the critical analytical skills to assess the world around them and their place within it. A rigorous, multi-track curriculum offers a forum where students can examine the varied processes and products of our increasingly interconnected world through interdisciplinary study. Program coursework analyzes the historical trajectory of globalization, tracing debates about its complex origins and considering its contemporary manifestations from multiple disciplinary and interdisciplinary perspectives.

The program is organized around five thematic tracks, which are designed to encourage interdisciplinary analysis and critical debate regarding key issues in the study of the "global." The tracks include: I. Culture, Society, and Identity; II. Language, Knowledge, and Representation; III. Nature, Technology, and the Body; IV. Power, Movements, and Political Economy; V. Violence, Resistance, and Resolution. These tracks transcend traditional disciplinary, topical, and theoretical borders, providing instead nodes where novel thinking and scholarship might emerge.

Students participating in the Global Studies Program will gain knowledge about: the forces, products, and patterns of globalization; the challenges posed and insights afforded by an interdisciplinary approach; the appropriate use of research methods from across the liberal arts toward productive research design and incisive findings; the analysis of research materials through effective application of relevant theory; and the presentation of the products of such scholarly activities in well-executed and intellectually significant writing. As a result of completing the program, students will have both a breadth of understanding of global patterns and forces as well as deep knowledge about particular chosen themes and sites within this domain. Global Studies coursework and related learning opportunities, including hands-on, research, and internship options, provide skills and experiences that are key qualifications in the current job market. The program will engage students with pressing issues of contemporary relevance and exciting areas of emergent scholarship and prepare them to critically apply this knowledge to both immediate and future scholarly, professional, and personal engagements with the world around them.

The Global Studies program is still in the process of being formally approved by all levels of governance. We hope that it will be formally added to the NEIU curriculum in 2011-12.

COURSE OFFERINGS:
GS 201: Introduction to Global Studies I
GS 202: Introduction to Global Studies II
These courses introduce students to multiple topics and perspectives regarding globalization, providing a comparative, cross-disciplinary framework for addressing these issues and scholarship about them. The courses are organized around and introduce students to the five thematic tracks of the program. GS 201 and 202 will be team taught by faculty from departments and programs across the university, each of whom introduces a current issue or debate in the study of the global.

GS 399: Capstone Seminar in Global Studies, 3 cr. The capstone seminar provides an opportunity for synthesizing intellectual interests identified across program coursework as well as identifying emerging interests and future endeavors. The centerpiece of the course will be students' individual research projects. This process will involve both intensive individual work and significant engagement with peers' projects—students will act as interlocutors and critics to one another, creating an interdisciplinary learning community through their interactions and collaborations.

INTERNATIONAL PROGRAMS

Lawrence N. Berlin, Ph.D., Director of International Programs
Kyu Park, Ph.D., Associate Director of International Programs
Wojciech Wloch, Coordinator of International Partnerships
Ryan Miller, F-1 Advisor

The Office of International Programs (OIP) was established in 1996 as a reflection of Northeastern Illinois University's commitment to an internationalized curriculum. In 2004 the university was awarded the prestigious Institute of International Education's Andrew Heiskell Award for Internationalizing the Campus. The goal of the OIP is to prepare students to function effectively in the global society of the Twenty-first Century. To accomplish this goal, the university has established formal partnerships with universities in eight countries and the Hispanic Association of Colleges and Universities (HACU). Through these partnerships, an extensive calendar of campus activities and numerous study abroad opportunities, NEIU has increased the options available for undergraduate and graduate students to enhance their understanding of and experience with global and international affairs. The university continues to facilitate international faculty and student exchanges.

The OIP staff works closely with our international alliances as well as other Illinois colleges and universities to promote the awareness and importance of international education. Through numerous study abroad opportunities offered at NEIU, students are able to enhance their understanding of world cultures, sharpen their cultural sensitivity and increase their intercultural competencies. Students can enroll in NEIU courses which include a study tour. Past tours have taken students to Belize, Brazil, China, Egypt, Ghana, India, Italy, Korea, Mexico, and Poland. Students may also spend a semester or academic year abroad at an accredited institution of higher education, either by directly enrolling, or by participating in a program designed by an independent study abroad provider, such as the Institute for the International Education of Students (IES), International Studies Abroad (ISA), American Institute for Foreign Study (AIFS), or other leading companies in the field of study abroad; or may choose to study at an NEIU partner university. Federal financial aid may be applied to study abroad program costs. NEIU students may also qualify to apply for study abroad scholarship opportunities, such as the HACU Scholarship Program and those administered by the Institute of International Education (IIE): IIE Midwest, NSEP, Benjamin A. Gilman and Freeman Asia. Many study abroad providers also offer scholarships to qualified participants in their programs. For more information about study abroad, call 773-442-4796.

INTERNATIONAL STUDENTS

NEIU has also expanded international student enrollments. International students are required to meet with the international student advisors in the Office of International Programs for orientation and action that could have an impact on their international student status. In order to maintain international student status, all international students must be enrolled full-time during the fall and spring terms and may not work off campus without authorization.

International students (F-1 visa) coming from outside the U. S. may arrive up to thirty days before the start of their academic program. They are encouraged to do so in order to be authorized to register for classes as soon as possible. To be authorized, a student with an initial attendance I-20 must report for orientation and submit their documents (F-1 visa, I-94, stamped I-20) to the international advisor so that the registration hold can be removed from their record. International students transferring from other U. S. colleges or universities may choose to attend either the early orientation session or the general orientation session, which will normally be scheduled during the week before the first day/week of classes in any academic semester. Students changing status to F-1 are required to attend an orientation session preceding their term of admission, even if their change of status has not yet been granted. The orientation dates and times will be included in a letter from the coordinator of the Office of International Programs/F-1 Advisor, which will be sent out in their admission packets prepared by Enrollment Services (undergraduates) or the Graduate College (graduate students). International exchange students (J-1) are required to attend the international exchange student orientation session, which normally takes place during the week before the first day/ week of classes in any academic semester. International exchange

students are required to contact the Coordinator of International Partnerships regarding academic issues, questions about their status, and traveling outside the U. S. during the term of their I-20. All international exchange students must meet program requirements based on the agreements between Northeastern Illinois University and their home university.

McNAIR SCHOLARS PROGRAM

Angela Vidal-Rodriguez , Director

Purpose

The goal of the McNair Program is to increase the attainment of a Ph.D. by students from underrepresented segments of society. McNair participants are from disadvantaged backgrounds and have demonstrated strong academic potential. Program staff and university faculty members work closely with these participants through completion of undergraduate requirements, encourage their entrance into graduate programs, and track their progress to successful completion of advanced degrees.

Eligibility

Undergraduate students who intend to pursue a career that requires a Ph.D., and who meet the following criteria, may apply to the program:

- Completed at least 60 hours
- US citizenship or residency
- A 2.8 or above GPA
- Status as a first-generation college student with income eligibility and/or a member of a group underrepresented in graduate education

Program participation

McNair Scholars conduct a summer research project under the direction of a faculty mentor. Mentors and Scholars attend professional conferences and work together on the presentation of their research. Regular meetings with the program Academic Specialist and Director guide Scholars through the completion of their undergraduate degree requirements, and assist with graduate school application and selection. Workshops to support graduate school application include GRE instruction, library skills, and research presentation.

Complete program information is available in the McNair Scholars Program Office, B-143, by contacting the Program Director at 773/442-4253, or at www.neiu.edu/~mcnairp/index.htm.

COURSE OFFERINGS

NEIU-301M Developing a Research Thesis, 1 cr. An integrative, collaborative, research-based introduction to the process of thesis writing. Each student conducts a focused search of the literature and prepares a research proposal in response to a specific, identified issue and is introduced to the elements of scholarly writing. Epistemological and ethical issues of inquiry are explored.

NEIU-302M College Teaching for T.A.'s, 1 cr. A seminar class to introduce students to college teaching skills and prepare them for teaching assistantships. Class discussion, assignments, and activities focus on the theory and practice of teaching and learning at the post-secondary level. Students draw on their own college learning experiences to evaluate instructional techniques and materials for effectiveness and meaning.

NEIU-303 Preparing for Graduate Study, 1 cr. A seminar that supports the planning and implementation of applying to graduate programs in various disciplines of the humanities, sciences, and social sciences.

The course will focus on core competencies of creating personal statements, identifying graduate schools and programs, and maximizing standardized test scores.

MIDDLE LEVEL EDUCATION PROGRAM IN MATH AND SCIENCE (MLED)

Heather Nissenson-Patay, M.A., Program Director

Note: The Middle Level Education program is undergoing curricular and structural modifications. Please see the program director.

Middle Level Education Program prepares students to be teachers at the middle grades (6-9) meet both national and Illinois standards for professional teaching, the College of Education Framework and have specialized skills and knowledge regarding:

- Developmental stage of early adolescence and the implications for teaching and student learning.
- Culture of contemporary youth and its implications for teaching and student learning.
- Board as well in depth content and pedagogical content knowledge of two subject areas.
- The integrative, interdisciplinary aspects of knowledge and applications to real world human problem.
- Ability to implement developmentally responsive instructional and assessment practices for diverse young adolescents.
- Engaging and motivating diverse young adolescents who have had a range of prior experiences with schooling.
- Specialists in strategies for analyzing individual, group and classroom dynamics in order to establish and maintain productive classroom management and positive learning environments.

- Processes for developing curriculum that is rigorous and relevant to the real life experiences of diverse young adolescents.
- Able to implement developmentally responsive instruction within a variety of middle grades models.
- Dispositions for working in teacher teams and collaborating with peers on integrating curriculum, discussing student needs, providing or receiving mentoring and collegial support, reflection on practice and in other areas.

Graduates of the MLED program will have met the requirements of the University and the College of Education for the degree of Bachelors of Arts. Graduates will also have met requirements of the Illinois Board of Education for licensure and for teaching math and science at the elementary and middle grades level.

MLED Program:
The structure of the MSTQE/ MLED program is unique in that it builds on a partnership with two of the community colleges within the Chicago system. Truman and Wright College representatives recruit students to participate alongside NEIU students in the program at Northeastern Illinois University. This distinctive feature helps to build a population of diverse candidates within the program and demonstrates the cooperation between the college and university systems.

The MLED program is the teacher education element of this program which focuses on students in grades 6-8. Integrated and interdisciplinary approaches and applying what is known about young adolescents to effective teaching at the middle grades are fundamental in the development of this program.

Program Features

- Perspective middle grades teachers are in learning communities and take their courses together with a small group of peers.
- A team of professors are part of their learning community and "loop" or move with the MLED students as well as work together to provide an integrated experience that is supportive of each student's professional growth and development as a teaching professional.
- The MLED program is experiential, and students participate in clinical, service projects and field experiences in schools and in the community with young adolescents, their parents or caregivers, and their teachers.
- Prospective middle grades teachers have many opportunities to learn about and use creative practices including using art, music, and dance in teaching content, adventure education for kinesthetic problem solving in academics, classroom management, and conflict resolution.
- Course content is rigorous, interdisciplinary and connected to actual classroom practices.
- Theory and practice are connected and students are provided with many experiences to try out and practice subject specific and developmentally responsive teaching methods with young adolescents.
- Throughout the program students come together in reflective seminars (advisories) to develop communication and active listening skills, understand one another's cultural, life values and individual perspectives, share vignettes and their reactions to their experiences with young adolescents, parents, teachers or community members with whom they are working, practice ways that are appropriate in a professional context to express empathy, think through daily dilemmas, resolve conflict, offer support and problem solve on a potential course of action. These seminars provide the foundation for establishing trusting and mentoring relationships with diverse young adolescent students, effective, developmentally and culturally responsive classroom management skills and intellectually safe learning environments.

Admission Requirements to Enter MLED Program

MLED candidates must have completed or be in good standing and in the process of completing the Math and Science Concepts Minor (see math and science concepts minor section in catalog).

2.5 GPA in the Math and Science Concepts Minor (MSTQE)

2.5 Cumulative GPA

C or better in (EDFN 216 or EDFN 306) and EDFN 305

Letter of recommendation from an MSTQE professor

Submission and review of MSTQE portfolio

Satisfactory on each: personal and professional standards and dispositions; and in reflective group advisory seminars (advisories)

Candidates must have completed and met all criteria for admission to the College of Education (see Elementary Education section in catalog), and been accepted by the College of Education before beginning the MLED professional sequence.

Curricular Requirements

General Education

Middle Grades teacher candidates must complete the University and College of Education general education requirements for graduation.

Note that a) the MSTQE minor fulfills the general education and COE requirements in mathematics, physical and life sciences and b) Schools and Society 104 is approved as a course that is accepted toward the social science general education requirement.

Educational Foundations -9 cr

EDFN 216 Child and Adolescent Development: Education and Individual Differences (with 20 clinical hours) or EDFN 306 (required prior to admission to the College of Education).....3 cr.

EDFN 305 History and Philosophy of Education or articulated Introduction to Education in MSTQE Bridge Program. (Prefer taken prior to admission to College of Education).....3 cr.

EDFN 217 Psychology of Learning with Emphasis on Psychology of Learning in Young Adolescence. (This course replaces EDFN 307 and MLED candidate may take prior to admission to College of Education)

EDFN 307 Psychology of Learning (MLED students only take this course if they have not completed EDFN 217. Can only be taken after admission to the College of Education).....3 cr.

MLED Cognate Courses-12cr

HPERA PEMT-342T Cooperative Learning in Adventure Education (students are encouraged to take this course early in their program of studies. May be taken before or after admission to the College of Education).....3 cr.

SPED 201 Special Needs Students in Inclusive Classrooms (prerequisite EDFN 216 or 306). Includes 25 early field and service learning hours).....3 cr.

HLED 199 Health and Wellness of the Emerging Adolescent (May be taken before or after admission to the College of Education).....3 cr.

Sociology 104 Schools and Society (course is approved toward general education requirements and may be taken before or after admission to the College of Education).....3 cr.

Block I - 6 cr

Students must have met all MLED entrance requirements and have been accepted to the College of Education.

MLED 301 Curriculum and Instruction at the Elementary and Middle Grades Level (with emphasis on developmentally responsive curriculum, instruction and assessment for the early adolescent). Must be taken concurrently with ELED 302 .....3 cr.

ELED 302 Methods of Teaching Language Arts (writing intensive course) .....3cr.

Block I Reflective Seminars (advisories)

Block II - 6 cr.

Students must receive a B or better, a positive evaluation of professional dispositions and a recommendation from the MLED 301 instructor to proceed in the following courses or into the interdisciplinary methods and clinical block. Courses in Block II may be taken now or at any point prior to student teaching.

ELED 304 Methods of Teaching Social Studies (may be taken in).....3 cr.
ELED 312 Teaching Strategies for English Language Learners and Multicultural Groups.....3 cr.
Block II Reflective Seminars (advisories) back rubric

- Recommendation to COE by MSTQE Program

MLED 301 Curriculum and Instruction for ELED and Middle Level (2/3 time on best practices in curriculum and instruction at the middle level) .....3 cr.
ELED 312 Teaching Strategies for English Language Learners Multicultural Groups.....3 cr.
ELED 302 Methods of Teaching Language Arts .....3 cr.
ELED 304 Methods of Teaching Social Studies.....3 cr.
(may be taken in this or subsequent blocks prior to admission to ELED 329)

At the end of Block III, and prior to authorization for the clinical internship of 150 clinical hours and prior to authorization to register for TED 316a, MLED 335, 340, MLED 328M and 328S.

- Obtain one recommendation from MLED 301 and one from ELED 312 or ELED 302 or ELED 304
- 2.75 GPA in professional sequence
- 2.5 GPA in Math and Science Concepts Minor
- Maintain 2.5 cumulative GPA

Block III - 11 cr.
Enroll in this Block by authorization, which includes:

- Satisfactory Disposition Round Table.
- Satisfactory in the program advisory seminar
- Portfolio round table and review
- Recommendations from the MLED-301

Interdisciplinary Mathematics, Science and Literacy Methods with Linked Clinical Internship.

To enroll in this block a student must have approval from both the MLED program and the College of Education Office of Clinical Experience and Student Teaching (CEST). Students must meet all application deadlines and attend informational meetings as required by the CEST office and the MLED program.

The methods and clinical experiences courses in math, science and content area literacy are linked and taught in an interdisciplinary block. Students take these courses concurrently in a cohort. The methods instructors are also the clinical internship facilitators and work with the cooperating teachers as well as observe, coach and supervisor their students in their clinical experiences and reflective seminars.

In addition to the math, science and literacy clinical seminars, cohort students and professors teaching in the interdisciplinary block will come together on a regular basis to reflect, analyze and discuss clinical internship experiences as a whole including not only teaching of content and content specific pedagogy, but effective concepts of general pedagogy, the overall classroom dynamics and management, the learning environment, time management, pacing and other issues that contribute to being an effective teacher.

TED 316A Content Literacy: Reading and Writing in the Content Areas at the Elementary and Middle School Level (With 50 clinical hours in language arts and literacy).....3 cr.
ELED 328 Clinical Experience in Elementary Education ..... 1 cr.

MLED 340 Methods of Teaching Math with Problem Solving at the Elementary and Middle School Level.....3 cr.
MLED 328M Clinical Seminar in Teaching Math at the middle level with 50 hours of Clinical Experiences(2/3 at the 6-9th grade level and 1/3 at the k-5th grade level) hours .....1 cr.
MLED 335 Methods of Teaching Science with Problem Solving at the Elementary and Middle Level.....3 cr.
MLED 328S Clinical Seminar in Teaching Science with 50 hours of clinical experiences (at the middle level) .....1 cr.

Block III Reflective Seminars (advisories) During Block IV Students' must do the following before proceeding to Student Teaching.

- Pass the ICTS Subject Area Examination
- Meet all the Program and College of Education requirements and maintain a minimum GPA of 2.5 GPA of 2.75 in professional education courses as well as a 2.5 in the math and science concepts minor.

Block IV - Student Teaching

Enroll in this Block by authorization, which includes:

- Satisfactory participation in the advisory sessions
- Portfolio round table review
- Disposition roundtable
- Earned grades of "B" or better in MLED 328S, MLED 328M and ELED 328 section 99

ELED 329 Student Teaching & Seminar – MLED section.....9 cr.
Block IV Advisory Seminar

MLED Program Exit Criteria

- Completion of all NEIU, MLED and COE General Education Requirements
- Completion of all MLED Program professional education sequence courses and requirements
- B or better on student teaching evaluation submitted by clinical supervisor and cooperating teacher.
- Maintain a minimum cumulative GPA of 2.5
- Maintain an MSTQE Math and Science Concepts Minor minimum cumulative GPA of 2.5
- Maintain a professional sequence GPA of 2.75
- Submit a completed and juried portfolio
- Submit documentation of positive disposition exit review.
- Submit the Individual Plan for Professional Growth

See Teacher Education , Elementary Education section page 551 for additional requirements.

COURSE OFFERINGS

PEMT 342T Cooperative Learning in Adventure Education, 3 cr. This course is designed to provide theory and application of experiential learning, with application to the elementary and middle school classroom. The focus is on discovering self-knowledge, developing trust and promoting teamwork, establishing effective learning environments, learning principles of conflict resolution, and understanding and managing classroom group dynamics. There will be active hands-on participation in a variety of experiential activities, including the opportunity to co-facilitate learning experiences with peers and middle-school students, which will promote fuller understanding of the power and utility of experiential

learning. Students have opportunities to work with students and teachers in elementary and middle schools. (May be taken prior to or following admission to College of Education and the professional sequence)

HLED 199 Health & Wellness of the Emerging Adolescent, 3 cr. Concentration of concepts related to the physical, mental, and social dimensions underlying personal health of educators, children and emerging adolescents. Emphasis is on understanding the developmental issues as well as physical, mental and emotional dimensions underlying personal health and development and implications of those issues for students entering the early adolescent period of rapid physical, emotional, mental and cognitive change. Course studies how these developmental changes and issues impact students' classroom, social and learning behaviors. (May be taken prior to or following admission to College of Education and the professional sequence)

SPED 201 Students with Special Needs in the Inclusive Classroom, 3 cr. This course presents the historical, philosophical and legal foundations of special education. An overview of the characteristics of individuals with disabilities is presented within the context of Individual with Disabilities Act (IDEA) and the services that are provided under this act. Also covered is the diversity of exceptional populations with implications for service delivery by classroom teachers in general education classrooms. Issues such as: how a general education classroom teacher can adapt and modify curriculum, instruction and assessments, how to collaborate with special education teachers, case managers, counselors, social workers, nurses and parents; what are some ways a classroom teacher can support and facilitate healthy and accepting relationships between general education and special needs students; what is the role of the classroom teacher on RTI, school intervention teams, IEP teams. Developing the empathy and understanding as well as the knowledge and skills to be an effective teacher of special needs children in a general education setting. Creating the classroom culture and environment that supports learning by all children. These as well as other issues will be explored. Students will be expected to participate in simulations and experiential learning assignments and to complete field experiences as part of their course work. (May be taken prior to or following admission to College of Education. Recommend completion of EDFN 216 or 306 prior to taking SPED 201).

MLED 301 Introduction to Curriculum and Instruction for Elementary and Middle Level. Students will learn the process of planning, instruction, assessment, analysis of teaching, and the use of academic language. An understanding of adolescent development, developmentally responsive curriculum, instruction and assessment is central to the framework for this course. The tenants of This We Believe as well as AMLE and Common Core Standards are embedded in the course and the textbook is used as the basis for argumentative reasoning based on the Reading Standards for Informational Text. The emphasis is on higher level thinking skills as well as speaking and listening skills that demonstrate comprehensive discourse. Integrated and interdisciplinary approaches and the ways to integrate content knowledge into curriculum and instruction for diverse students are key components as are the learning strategies which promote engagement in learning. Creative activities as well as building a community of learners and team work within the class are essential components. Independent learning is experienced through a research presentation directly connected to ongoing and independent professional development. Other areas explored are middle school models, research and exemplary practices in curriculum and instruction in the middle grades in the context of what is known about young adolescents. Overall the course is directed toward an understanding of the standards so that students are able to assess and thus direct their own teaching performance to the highest level.

ELED 312 Teaching strategies for ELL and Multicultural groups, 3 cr. This course explores the variety of cultural values, languages, and the process of social integration of American ethnic groups in classrooms as well as the teacher's role in enhancing diverse students' learning experience and differentiating instruction in the core content area studies. Importance of involving family, non-native speakers of English, team building, collaboration strategies, and cultural context will be emphasized. Specific emphasis on the

effective teaching of students who are English Language Learners, students who are generation 1.5, students who are not fluent in academic English, and students who are speakers of dialects or non-standard English. Field experiences will be done in conjunction with course assignments. Simulations, case studies, classroom action research and field experiences will be conducted in conjunction with course assignments

ELED 302 Methods of Teaching Language Arts-Elementary School, 3 cr. 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 multicultural settings. Attention given to linguistically and culturally diverse learners and students with special needs in the regular and middle school grades.

ELED 304 Methods of Teaching Social Studies-Elementary School, 3 cr. A study of instructional methods and materials for teaching social studies to all students, including exceptional students. 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 and global issues. May be accompanied by supervised, sequential clinical or field 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 intermediate and middle school grades.

TED 316A Content Literacy at the Elementary & Mid Level with 50 clinical hrs, 3 cr. This course will explore the theory and practice involved in teaching reading and writing at the elementary and middle school level. In addition to general literacy, this course provides in depth exploration of the methods of teaching reading and writing within the content areas. Practical strategies for research based literacy methodology will be presented in this course. Students will have the opportunity to explore, analyze, and practice using research and standards based curriculum and instruction current in contemporary schools. Will be accompanied by minimum of 50 hours of supervised, sequential clinical experiences culminating in teaching and assessing student-developed instructional units. Must have completed MLED 301 and ELED 302. Should be taken concurrently with MLED 335, MLED 328S, MLED 340, MLED 328M.

MLED 340 Methods of Teaching Math with Problem Solving at the Elementary and Middle Level, 3 cr. A study of instructional methods and materials for teaching mathematics to all K-9 students, focusing on the development of lessons and units that promote mathematical thinking, utilization of basic mathematical principles, and inquiry and investigation approaches to learning. Strong emphasis on: (1) planning and methodology to meet the unique needs of middle school mathematics students and (2) integrating science throughout the middle school mathematics curriculum, (3) analyzing and practice using current NSF and high quality math and science curriculum materials (4) instructional design in mathematics for middle school as well as instructional and assessment processes Consent by MLED advisor and faculty. Concurrent courses: MLED 328S, TED 316A, MLED 335 and MLED 328M. facilitates MLED 328M. Includes 50 clock hours of supervised clinical experience with MLED 328M faculty member and K-9 teacher classroom teacher mentor who is a highly qualified and state endorsed teacher of middle school mathematics.

MLED 328M Math Clinical Experiences, 1 cr. A supervised clinical experience designed with less emphasis on observational experiences and more on direct involvement in the instructional process. Includes a biweekly seminar meeting on campus and 50 clock hours of individual visits to a local K-8 school with a strong emphasis on middle level mathematics teaching that effectively integrates science into the curriculum. Must be taken with the academic methods course and academic and clinical experiences courses for science. Currently taken only by MSTQE math-science minors in the term before student teaching and completion of the program in middle school mathematics. Includes a biweekly seminar meeting on campus and 50 clock hours of individual sessions in a local K-8 or middle school. Course practices middle level mathematics teaching that effectively integrates science and other inquiry based interdisciplinary practices into the curriculum. Opportunities are provided for the student to analyze and

practice using current NSF and other high quality research based math and science curriculum materials as well as opportunities for the student to create lessons and units, instructional and assessment processes. Concurrent courses: (MLED 340, MLED 335 and MLED 328S) and TED 316A. Consent by advisor and coordinator. Must be taken prior to student teaching and completion of the program.

MLED 335 Methods of Teaching Science with Problem Solving at the Elementary & Middle Level, 3 cr. A study of instructional methods and materials for both teaching physical and life science to all K-9 students with emphasis on the early adolescent and middle school. The course focuses on the development of lessons and units that promote scientific thinking, utilization of basic scientific principles, and inquiry approaches to learning. Strong emphasis on: (1) planning and methodology to meet the unique needs of middle school science students (2) integrating mathematics throughout the middle school science curriculum (3) analyzing and practice using current NSF and other high quality research based math and science curriculum materials as well as instructional and assessment processes. Concurrent courses: MLED 340, MLED 328M, MLED 328S, and TED 316A. 50 clock hours of supervised clinical experience with MLED 328S faculty member and l K-9 classroom teacher mentor of science who is a highly qualified and state endorsed teacher of middle school science. Consent of Advisor and faculty.

MLED 328 S Science Clinical Experiences, 1 cr. A supervised clinical experience that provides opportunities for the candidate to practice the design and teaching of life and physical science under the support and coaching of an experienced instructional team made up of the MLED 328S faculty member and a classroom teacher mentor with a state endorsement in middle school science. Instruction includes a biweekly seminar meeting on campus and 50 clock hours of individual sessions in a local K-8 or middle school with a strong emphasis on middle level science teaching that effectively integrates mathematics and other inquiry based interdisciplinary practices into the curriculum. Opportunities are provided for the student to analyze and practice using current NSF and other high quality research based math and science curriculum materials as well as opportunities for the student to create lessons and units, instructional and assessment processes. Must be taken with the academic methods course (MLED 335) and academic and clinical experiences courses for mathematics (MLED 340 and MLED 328M). Concurrent courses: MLED 335, MLED 328M and TED 316A . Consent of Advisor and coordinator. Must be taken prior to student teaching and completion of the program.

ELED 329 MLED section -Student Teaching in Elementary School, 9 cr. Sixteen weeks of full-day student teaching under the tutelage of a certified cooperating teacher with both middle school and content area endorsements (math or science). Students are required to take full responsibility for a class of students at the 6-9th grade middle grade level. Weekly three-hour reflective seminars taught by the MLED supervisor/coach and the MLED classroom group dynamics and classroom management coach. Regular visits and conferences with MLED supervisor/coach. Facilitation of a videotaped sample of teaching and digital portfolio. Prereq. Successful completion of all course work and program specific requirements in MSTQE Math and Science Concepts Minor, MLED Program and State Licensure Requirements, approval of program director and coordinator of student teaching, and admission to College of Education; Passing score on the ICTS Subject Area Examination.

MATH AND SCIENCE CONCEPTS MINOR

(see section in this catalog)

Note that the courses in the minor concurrently fulfill the course and credit requirements for the minor & also fulfill the general education course and credit requirements in math, math literacy and laboratory life and physical science.

APPROVED MINOR

- Concepts In Integrated Math and Science with Pedagogy (Math and Science Concepts Minor) with a minimum grade point average in the minor of 2.5
- Additional Content Minors following the interdisciplinary model will be offered in the future but are not currently available.

MATH AND SCIENCE CONCEPTS MINOR (MSTQE)

[CONCEPTS IN INTEGRATED MATH AND SCIENCE WITH PEDAGOGY MINOR]

Heather Nissenson-Patay, MA, Program Director

Note: The math and science concepts minor is undergoing curricular and structural modifications. Please see program director.

The Math and Science Concepts Minor is designed for undergraduate students interested in developing deep and broad based literacy in math, physical and life sciences and technology. Most students in the program go on to major in education and many elect to become teachers of middle school math and science (See Middle Level Teacher Education section in this catalog). Other students who take the Math and Science Concepts Minor pursue careers in elementary education (See Elementary Education in the College of Education section of this catalog) as well as careers in environmental education, in park districts, museums and other venues in informal or community education.

The structure of the MSTQE program is unique in that it builds on a "Bridge" partnership with two of the community colleges within the Chicago City College system. Truman and Wright College recruit students and their professors of math and science to participate in the MSTQE Bridge Program at Northeastern Illinois University. This distinctive feature helps to build a population of diverse candidates within the program and demonstrates the cooperation between the college and university faculties and systems.

Education majors may use the minor to meet the content course requirements of the Illinois State Board of Education toward state endorsements in the teaching of middle school math and middle school life and physical science. In addition the Math and Science Concepts Minor is accepted by the College of Education and the College of Arts and Sciences as a recognized content minor.

Integrated math and science course pairs provide students with opportunities to interact with professors and classmates to investigate and co-construct knowledge. The program emphasizes: observation, mathematical reasoning, scientific inquiry technology, individual, collaborative and group exploration, connections to real world problems and construction of investigative design models using concept mapping as well as computer concept and agent modeling. The courses in the Math and Science Concepts Minor Course focus on content specific knowledge and content specific pedagogical knowledge. All of the courses provide students with the opportunity to think about how the math and science content they are studying at the undergraduate level could be used to make the teaching and learning of math and science in an elementary and middle school classroom engaging and effective.

The Math and Science Concepts Minor Program is a Consortium program in which faculty and students from Wright College, Truman College and Northeastern Illinois University teach and study together. The goal of the Consortium is to create an pipeline to increase the number of individuals, including those from diverse backgrounds who become effective teachers of math, science and technology at the elementary and middle school level.

Math and science courses are block scheduled. Math and Science faculty members integrate their content and develop joint interdisciplinary assignments and projects.

Eligibility Requirements

- Students may demonstrate that they are eligible for MSTQE through satisfactory completion of Math 149 and 150. Recommendations and referrals from math instructors will also be considered.
- Students must have placed into English 101 or have a recommendation from an English or NEIU ESL instructor.
- Students must complete an interview and advisory program-planning meeting with the program director or assistant.
- Students must sign a program agreement regarding their understanding of and willingness to meet and participate all program requirements.

Program Requirements: Students are Expected To

- Register for and participate concurrently in both courses in each course pair.
- Attend workshops and study groups in technology, math and science that are attached to course pairs.
- Participate in the bi-weekly reflection, peer mentoring and advisory sessions held throughout their course of study in the Math and Science Concepts Minor.
- Complete assignments and projects that involve a range of experiences including experiences with early adolescents, field and clinical experiences, as well as data collection, research and/or other "real world" experiences.
- Mentor middle school students in school and area science fairs, judge science fairs and conduct and complete their own science or math inquiry project.
- Agree that while most classes are held on the main campus of Northeastern Illinois University- some may meet in partner community agencies, schools, or community colleges.
- Understand that the learning experiences in the content courses are inquiry, problem and process based. All courses require work that utilizes the following: Solving Problems, Working in Teams, Written and Oral Communication, Real World Connections, Using Technology, Assessing and Reflecting on Their Own and Their Classmates Learning, Cultural Awareness, Cultural Competency and Issues of Social Justice.
- One criteria for advancing to the capstone courses includes dispositions.
- Create a portfolio documenting growth and learning during their study and experiences in the Math and Science Concepts Minor course pairs. Students must purchase an access code for the electronic portfolio designated by the program at the time they begin Block One.

Minor Course Requirements

Math and science courses in the course pairs must be taken concurrently. Course blocks should be taken sequentially. Requests to take courses in a different sequence must be approved by the program advisor and director. The program is standards based.

Mathematics courses in the Math and Science Minor support student understanding and ability to use concepts in the National Council of Mathematics Standards for Teachers, the Common Core Standards in Mathematical Practices and Mathematical Content and the Conference Board of the Mathematical Sciences Mathematical Education of Teachers and the Illinois Educator Content Standards in Mathematics.

Science courses in the Math and Science Concepts Minor support student understanding and ability to use concepts in the New Generation of Science Standards, the standards for teachers in the National Science Teachers Association, the work of the National Academy of Science and the Illinois Educator Content Standards in Science.

BLOCK I
MATH 280 Geometry/Trig Concepts for Middle School Teaching (4 cr.) with
PHYS 108 Physics Concepts for Middle School Teaching (4 cr.)
MATH 281 Number Theory Concepts for Middle School Teaching (4 cr.) with
CHEM 108 Chemistry Concepts for Middle School Teaching (4 cr.)

BLOCK II
MATH 147 Statistical and Probability Concepts (4 cr.) with
BIO 104 Changing Natural Environments (Special Section for the Math/Science Concepts Minor students) (3 cr.) with
BIO 105 Environmental Biology Lab (1 cr.)

BLOCK III
MATH 145 Algebra Concepts for Middle School Teaching (4 cr.) with
BIO 110 Concepts in Biology for Educators (4 cr.)

BLOCK IV
MATH 380 Calculus Concepts for Middle School Teaching (4 cr.) with
BIO 299 Ecology Concepts - (3 cr.)
MATH 381 Concepts in Discrete Mathematics for Middle School Teaching (3 cr.)
*Program require student to also complete a course in Earth Science.

Cognate Courses (Students who take these courses during MSTQE will NOT be required to repeat them during MLED). 9 cr.

SOC-104 Schools and Society 3cr

HPERA PEMT-342T Cooperative Learning in Adventure Education 3cr

HLED-199 Health and Wellness of the Emerging Adolescent 3cr

List of Recommended Electives (If a student chooses to take any of these courses, they may be taken during MSTQE or MLED sequence)
- Geography 305 Map Skills for Teachers
- TESL courses (support effective language arts teaching and count toward the TESL endorsement)
- English 390 The Young Adult Novel

COURSE OFFERINGS:
BLOCK I:
Block I Reflective Seminar (Advisory)

MATH-280 Geometry Concepts for Middle School Teaching, 4 cr. This course focuses on the terminology, properties of two- and three-dimensional shapes, and the relationships \among them; Euclidean and non-

Euclidean geometry, coordinate geometry, graph theory, and transformational geometry and the relationships among them. Concepts of plane, solid geometry and trigonometry are studied. The course will take up the process of conjecturing, justifying, and proof as well as the properties of geometry and trigonometry as they are applied to the solving of practical applications. Students will learn about the characteristics of geometric figures including symmetry, congruence, and similarity. Students will use the properties of geometry to recognize, identify, build, draw, describe, analyze, and categorize two- and three-dimensional figures and tessellation. Students will learn the processes for identifying, analyzing, categorizing, and applying multi-dimensional figures using spatial visualization skills and modeling. Students will learn to identify, analyze, mathematical conjectures, provide justification to support or refute conjectures using manipulatives; constructions; algebraic, coordinate, and transformational methods; interactive technology; and paragraph and two-column proofs as well as construct inductive, deductive, and indirect argument and explain the difference among them. Other topics include basic definitions and properties of plane and solid figures, congruence, similarity, constructions, tessellations measurements, transformations, the number pi, Pythagorean Theorem, right angle trigonometry and the unit circle. Problem solving with and without using a calculator. Computer programs including Sketchpad, graphing calculator and other technologies are used throughout. Writing assignments, demonstrations and presentations as appropriate are also part of the course. . The course is designed to meet the needs of a middle school teacher in accordance with the National Council of Teachers of Mathematics Standards and the Illinois Content Standards for Teachers of Mathematics. This course is linked with PHYS-108.

PHYS-108 Physics Concepts for Middle School Teaching with Lab, 4 cr. A laboratory oriented course that integrates concepts from geometry, algebra and trigonometry. 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, automobiles, fuel cells, alternative fuels, stationary i.e. power plant and non-stationary i.e. aircraft, green technology etc.) are investigated. Issues of smart materials, celestial mining, nanotechnology, quantum computing and other contemporary critical technologies may be investigated. Discussion may include topics and concepts related to kinematics and dynamics of particles and rigid bodies and electrostatics, electric fields, electric potentials, currents, magnetic fields, wave motion. Basic concepts of geology, meteorology, oceanography and the solar system may be threaded throughout. Laboratory skills, safety and scientific thinking are emphasized. Students will develop their own science lab explorations and investigations. Students are expected to participate in middle school science fairs and service learning experiences in science. Course content is aligned to the National Science Teachers Association Teaching Standards and the Illinois Content Standards for Educators of Physics and Science. PHYS-108 is linked to MATH-280.

MATH-281 Number Theory Concepts for Middle School Teaching, 4 cr. This course has been designed keeping in mind both the Illinois Content Standards for Educators in Mathematics and the National Council of Teachers of Mathematics Standards and the content and pedagogy necessary to expand the students' understandings of numbers and use of mathematical reasoning and it applications to the disciplines of mathematics. The course will consider a wide range of topics across number theory and measurement primes, composites, factors, multiples, greatest common factor, least common multiple, congruence; knowledge of key concepts and properties related to rational numbers (e.g., terminating and repeating decimals); the ability to solve problems by using concepts in number theory; the ability to complete proofs related to basic number theory concepts; knowledge of historical developments related to number and mathematical symbolism. The course will give the students a grasp of the depth and breadth of mathematics outside the traditional course structures. Problem solving, estimation, measurements and construction of simple theories of numbers will be treated with and without the use of technology. Extended response problems, writing and codes (RSA coding techniques) and use of interdisciplinary content will supplant the assignments typically found in a mathematics course. Students will be expected to consider how topics in number theory apply to middle-grade mathematics such as negative numbers,

percents and decimals, prime numbers, factorization, common factors, division with remainder, and exponents. This course is linked with CHEM-108.

CHEM-108 Chemistry Concepts for Middle School Teaching with Lab, 4cr. This course covers the basic principles of chemistry as they apply to the concepts of the nature of matter at the atomic level, the combination of elements to form bonds and the geometry and properties of the resulting compounds. Content will include the nature and properties of molecules in the gaseous, liquid, and solid states, the interactions of particles in solution and acid-base chemistry. Mechanisms of chemical reactions and the theory and practical applications of reaction rates are explored. Students will develop an understanding of the laws of thermodynamics and be able to apply them to chemical systems. The course will also explore the major aspects of organic chemistry. Elementary chemical principals will be used to investigate the behavior of synthetic polymers, toxic substances, food additives, cleaning products and other chemically manufactured materials. Issues of contemporary critical technologies such as biomaterials, natural products, alternative fuels, bioremediation, fuel cells, green technology, bio-defense and smart materials may be examined. Course will focus on an integrative knowledge set, and developing multiple representations to communicate concepts including those representations that are potentially applicable to the teaching of science content at the middle school level. The nature of science and scientific inquiry will be emphasized. Students will design investigations and inquiry labs as well as learn laboratory skills and safety. Students are expected to solve simple algebraic operations, uses scientific notation, plot and interpret graphs, uses computer programs to organize data and indicate relationships and select appropriate instrumentation and methods of chemical analysis. Case studies and simulations are used alongside field and laboratory experiences. Learning outcomes include developing students' ability to apply knowledge of chemistry to a variety of real world problems and settings with particular emphasis on applications to elementary and middle school teaching. CHEM-108 is a lab-oriented course that integrates concepts from chemistry, algebra and number theory and is linked to MATH-281.

BLOCK II

Must be MSTQE or program approval

Prerequisite(s): Math 280 and Physics 108, Chemistry 108 and Math 281 or Program Approval Block II Reflective Seminar (Advisory)

MATH-147 Statistical and Probability Concepts for Middle School Teaching, 4 cr. This course has been designed keeping in mind the Illinois Content Standards for Educators in Mathematics, the National Council on Teachers of Mathematics Teaching Standards and the content within the paired interdisciplinary science course. This course begins with the model that statistical problem solving begins with the notion that we use data to answer questions and that a statistical investigation includes a set of four interrelated components: 1. Formulate a question - identify a specific question or questions to explore and decide what variables to measure in order to address the question(s). 2. Collect suitable data – determine an appropriate data collection design to obtain suitable data as well as actually collect the data. 3. Analyze the data – organize, summarize and describe the variation present in the data. 4. Interpret the results - use the results from the analyses of the data to provide the best possible answer(s) to the original question. The course will take up how to pose questions, design data collection instruments (such as surveys) collect organize, and represent data to answer those questions. Course will promote an understanding of summary statistics; how to interpret and predict the results of data analysis the concept of reliability and validity and correlation and regression techniques. Students will be expected to determine probabilities involving combinations and permutations and generate and interpret probability distributions for random variables. Emphasis will be on case studies in which the concepts in the study of statistics and probability are applied to questions regarding the environment, data driven decision making

in a variety of contexts including the school context and to other topics of interest. Contemporary critical technologies such as data warehousing and mining, and concept modeling may be considered. Contemporary critical technologies such as data warehousing and mining, and concept modeling may be considered. This course is linked with BIO-104 Environmental Biology, and BIO-105 Environmental Biology Lab.

BIO–104 Changing Natural Environments – [Special section for Math/Science Concepts Minor students], 3 cr. Course focuses on the relationship between the natural world and humans through an examination of environmental case studies. Students study the ecological concepts important to the understanding of environmental biology, including factors controlling population dynamics, natural forces that generate and maintain biodiversity, and interactions between biotic and abiotic components of the environment; the relations between environmental biology and other disciplines within environmental science; and historical and current human impact on the environment, and the means for mitigating this impact and managing natural resources. Students may consider and explore local and global environmental case studies to construct and develop their understanding of the underlying scientific concepts. Because environmental biology is an interdisciplinary science, teachers will explore the interrelationships among life, earth and physical sciences—as well as social sciences—in framing environmental issues. May include experiences related to uses of science in forming effective public policy on such current issues as exploitation of the natural plant and animal communities and the effects of overpopulation, land use and increasing pollution of environment on the biological world, global warming, sustainability and environmental responsibility and citizenship, urbanization, local and global impact studies, technology and resource development. Contemporary critical technologies such as alternative fuels, bioremediation, fuel cells, green technology, biopolymers, and smart materials may also be explored. Course content is aligned with the Illinois Content Standards for Educators in Science and the National Teachers of Science Association Teaching Standards. This course is linked with BIO-105 and MATH-147.

BIO-105 Environmental Biology Lab, 1cr. This lab course provides a field and laboratory experience to accompany the M&S Concepts Minor Section of "Changing Natural Environment". Data collected in the field and laboratory will be used for analysis in the paired Math 147 course in statistics and probability. Course will also use simulations, case studies and project learning in collaboration with environmental agencies or projects. This field and lab course will focus on the process of science-from exploratory and inquiry based laboratory field work to scientific communication and presentation skills. Technology will be threaded throughout the course. Topics include diversity and viability in nature, ecosystem services, and flows of matter and energy. This course is linked to MSTQE and BIO-104 and MATH-147. This course is aligned to the Illinois Educators Core Science Content Standards, Illinois Educators Environmental Science Standards and the NSTA Standards. It will provide students with opportunities to build multiple representations of content appropriate in the teaching of middle school science. In is an integrative course and uses prior knowledge in physics, chemistry and mathematics. Taken concurrently with Biology 104 MSTQE section and Math 147

BLOCK III

Must be MSTQE or program approval.

Prerequisite(s): Satisfactory Completion of Block I and II

Block III Reflective Seminar (Advisory)

MATH-145 Algebra Concepts for Middle School Teaching, 4 cr. This algebra course applies mathematical thinking and algebraic concepts to the science and pedagogical disciplines. It covers linear, quadratic, general polynomial, exponential and logarithmic functions, systems of equations, introduction to

trigonomic functions, sing applications from science and mathematics. Arithmetic and geometric sequences are introduced as difference equations to motivate the study of quantities that change over time. Curve fitting is used to interpret data. Problem solving, development of algebraic thinking and modeling simple and complex linear systems with and without technology will be emphasized. The course takes up exponential processes and inverse processes, with an emphasis on problem solving. Topics include the laws of exponents; the transition from simple to compound interest; calculations with compound interest; exponential functions, including domain, range, graph, and different bases; logarithm functions; the natural base e; applications to growth and decay; applications of logarithms in everyday life and in k-8 curriculum; and the history of exponential functions and logarithms. Written assignments and reflections on the learning process will be introduced as appropriate. Algebra concepts will be taught in the context of real world problems and applications. This course has been designed keeping in mind both the Illinois Content Standards for Educators in Mathematics and the National Council of Teachers of Mathematics Standards. Course instruction will model the college level teaching of algebraic content knowledge, specific content knowledge in algebra and the pedagogy appropriate to the teaching of algebra and algebraic reasoning. Course is linked and integrated with Biology 199.A graphing calculator is required.

BIOS-110 Biology Concepts for Educators, 4 cr. This course focuses on the content required to meet the NSTA and Illinois Content Standards for Educators in Biology. The course integrates prior knowledge in chemistry physics and mathematics. The core content is cell/molecular biology, ecology, evolution, genetics and organismal biology. This course probes organism biology and diversity, ecosystems, matter, energy and organization in living systems. Laboratory, inquiry laboratory and field experiences include basic techniques such as microscopy, biological assays, gel electrophoresis, dissection, and use of probes. Students will continue to develop scientific thinking and the understanding of the process of science, scientific inquiry and investigation as they apply to the biological sciences. Students will be expected to plan and conduct scientific investigations in classroom investigatory teams using appropriate tools and technology as well as mathematical and statistical methods to collect, analyze, and communicate results of investigations. Students will be expected to use evidence, logic and scientific writing in developing proposed explanations that address scientific questions and hypotheses. Students will be expected to develop multiple representations of content including those appropriate to the teaching and learning of science content in the middle school. Content may include contemporary critical technologies such as biotechnology, recombinant DNA, bioinformatics, gene therapy, genomics, proteomics and stem cells. Learning outcomes include developing students' ability to apply knowledge of biology to a variety of real world problems and settings with particular emphasis on applications to elementary and middle school teaching. Mathematical applications include statistics and algebra. This course is linked and integrated with MATH-145.

BLOCK IV

Prerequisite: Satisfactory Completion of Blocks I, II and III
Block IV Reflective Seminar (Advisory)

MATH-380 Calculus Concepts for Middle School Teaching, 4 cr. Course is designed keeping in mind the Illinois Content Standards for Educators in Mathematics, the National Council of Teachers of Mathematics Teaching Standards and the understanding that many of the students are preparing to be middle school mathematics teachers. Course emphasis is on conceptual knowledge, content specific knowledge and pedagogical knowledge. Course will focus on real applications including applications to study of ecology and change and on process not procedures. Topics are consistent with a standard calculus course and include: analytical geometry, limits and derivatives, differential equations, polynomials, applications, integration, series, fundamental theorem of calculus. This course is integrated with NEIUBIO-299.

BIO-299 Ecology Concepts with Lab, 3 cr. This course provides a foundation in core ecology concepts as they relate to the practice of middle school teaching. A quantitative perspective will be stressed and topics will be analyzed using tools from calculus, technology, concept and agent modeling whenever possible. Course will focus on scientific inquiry, methodology and process, from exploratory and inquiry based case studies, simulations and laboratory and field work to scientific communication and presentation skills. Topics include population growth, competition, and flows of matter and energy. This course is linked to MATH-380.

MATH-381 Concepts in Discrete Math for Middle School Teaching, 3 cr. Designed especially for middle school teachers, this course provides a foundational experience in discrete mathematics through an emphasis on topics in graph theory. Students will learn about mathematics as an active process of making conjectures, testing ideas, and proving conclusions. Special emphasis is given to mathematical communication, problem-solving, and applications to the sciences. Topics include: the Four Color Theorem, trees, digraphs, bipartite graphs, planar graphs, Platonic solids, Euler and Hamilton circuits, the P+NP Problem, algorithms, and combinatorial explosion. Students will first learn the mathematics and then explore how it connects to the middle school curriculum. See Middle Level Teacher Education section in the 20132014 catalog for the course of studies for Math and Science Concepts Minor students who seeking middle school specialization program. See Elementary Education section in the 2013-2014 catalog for the course of studies for students seeking elementary education major (k-12 certification).

NONTRADITIONAL DEGREE PROGRAMS

Vicki Román-Lagunas, Ph.D., Vice Provost
Kimberly Sanborn, Ph.D., Director

Nontraditional Degree Programs (NDP) Advisory Council

Michael Armato, Ph.D., Assistant Professor
Shelley Bannister, J.D., Ph.D., Professor
Suzanne Benson, Ph.D., Associate Professor
Ruth Breckinridge Church, Ph.D., Professor
Eleni Makris, Ph.D., Assistant Professor
Nancy A. Matthews, Ph.D., Associate Professor
Erica R. Meiners, Ph.D., Associate Professor
Joshua Thusat, M.A., Instructor
Joaquin Villegas, Ph.D., Associate Professor

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

BACHELOR OF ARTS IN INTERDISCIPLINARY STUDIES PROGRAM

The Bachelor of Arts in Interdisciplinary Studies (BAIS) Program is a 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.

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. A schedule of meetings is available in B-147 or by calling (773) 442-6030.

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 Bachelor of Arts in Interdisciplinary Studies Program.

Program Options
The unique structure, flexibility and availability of the Bachelor of Arts in Interdisciplinary Studies Program allows students to utilize a variety of options to complete graduation requirements. In addition to taking courses at Northeastern Illinois University and other universities/colleges, 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. The portfolio assessment fee for all BAIS students who submit a portfolio is equivalent to the cost of tuition for two credit hours.

Bachelor of Art in Interdisciplinary Studies' Concentrations
Students in the Bachelor of Arts in Interdisciplinary Studies (BAIS) Program may elect to complete a concentration. The BAIS Program offers seven concentrations that maintain the flexibility of the BAIS degree, while helping students to frame the choices they have made regarding course of study. The seven areas are: Fine Arts, Humanities, Natural Sciences, Social Sciences, Leadership, Community Development and Multicultural Studies, and Professional Studies. To fulfill a concentration in any of the first four areas (the traditional general education areas) students must complete 18 upper division hours (300-level) from the relevant departments. To complete a concentration in any of the other three areas, students must complete 18 upper division (300-level) hours of approved courses from relevant departments and fill out a form in consultation with a BAIS Advisor

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 the natural sciences/mathematics;
3. a minimum of 30 semester hours at the upper division (junior/senior) level;
4. a minimum of 24 semester hours of course work at NEIU.

In addition, students must pass the English Competency Exam, fulfill the Writing Intensive requirement, the Improving Human Relations requirement and the Math/Quantitative Reasoning requirement. Further details regarding these requirements can be found under the heading "Bachelor's Degree Requirements" elsewhere in this catalog. Students must have an overall cumulative "C" (2.0) grade point average for all work applied toward meeting degree requirements.

More information, including the Bachelor of Arts in Interdisciplinary Studies Program brochure, can be obtained in B-147 or by calling (773) 442-6030.

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
Prospective student meetings are held each semester to explain the program and answer questions. All prospective students are strongly encouraged to attend a prospective student meeting prior to submitting an application. A schedule of prospective student meetings is available in B-147 or by calling (773) 442-6030.

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 applicant has earned less than 24 semester hours, an official 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), a community advisor, and a UWW Specialist 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 effective communication. These three elements provide an organizational structure for the Learning Contract.

Students must register as full-time students at NEIU. At the end of every semester, students must submit a Semester Report that specifies learning activities and accomplishments of the semester. Students who make satisfactory academic progress in the program receive a designation of complete for the semester. This designation is equivalent to a minimum of "C" level work. To ensure that UWW students make sufficient academic progress, UWW students are expected to meet with their academic and community advisors minimally at the beginning, mid-point, and end of each semester in which they are registered.

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, students must also pass the English Competency Exam, fulfill the Writing Intensive requirement, the Improving Human Relations requirement and the Math/Quantitative Reasoning requirement. Further details regarding these graduation requirements can be found under the heading "Bachelor's Degree Requirements" elsewhere in this catalog.

More information including the University Without Walls Program brochure can be obtained in B-147 or by calling (773) 442-6030.

COURSE OFFERINGS
NDP-310 WIP Diversity in the Workplace, 3 cr. Workplace diversity is a hallmark of contemporary life. This course explores multiple dimensions of diversity, including race, class, gender, sexual orientation, and disabilities with the goal of preparing students to function in varied settings. The course is a writing intensive experience, offering the opportunity to develop and hone written communication skills applicable to the workplace. Students who earn a minimum grade of C in this course will fulfill the Writing Intensive requirement. Prereq.: ENGL-101 or consent of department.

NDP-341 Human Rights: An Introduction, 1 cr. Human rights principles have been explicitly enshrined in international documents since the 1948 United Nations Universal Declaration of Human Rights, which American leaders helped formulate in the aftermath of the Holocaust. Human rights language is increasingly used in struggles for social justice worldwide. This course introduces students to the conceptions and debates about human rights in the U.S. and globally, examining examples of the ways these values have and have not been implemented or secured.
NDP-342 Environmental Justice: An Introduction, 1 cr. This class will give students an overview of issues and concerns related to environmental justice. Understanding environmental issues is crucial today in the context of global warming. This course introduces new ideas through which to consider the environment and our ethical responsibilities living in it.
NDP-351 Time and Project Management Skills, 1 cr. This course explores the range and types of time and project management skills used in everyday life, academic and life-long learning, and in work settings. Students will analyze their own styles and theories of time management, learn how to set effective goals and objectives, and learn change management techniques that can be applied to new approaches, strategies and techniques of time/project management.

UNIVERSITY HONORS PROGRAM

Vicki Román-Lagunas, Director
Kristen Lee Over, Coordinator
Peggy Shannon, Administrative Assistant
Curriculum and Standards Board:
John Casey, Philosophy, Chair
Wilfredo Alvarez, Communication, Media and Theatre
Sangmin Bae, Political Science
Lesa C. Davis, Anthropology
Amanda Dykema-Engblade, Psychology
Christina Madda, Literacy Education Department
Ana Nieves, Art
Aaron Schirmer, Biology
Emina A. Stojković, Biology

Honors Faculty Across the Disciplines: for a complete list of faculty members participating in the Honors Program from Fall 2009 to Spring 2014, please see the Honors Program website, neiu.edu/academics/honors-program

Uniquely flexible for students in all fields of study and at almost every stage of degree progress, the UHP is open to eligible undergraduates who have a minimum of three academic terms left before graduating from NEIU. UHP students enjoy priority registration, small class size, and a stimulating curriculum that cultivates critical and independent thinking. A limited number of Merit Tuition Scholarships and Travel Fund Awards are awarded to students on the basis of academic merit and honors course completion.

The University Honors Program is composed of two independent tiers: The Honors Student General Education Program for freshmen and sophomores, and the Honors Scholar 300-level Program for juniors and seniors. Four unique Area Courses in the general education program introduce Honors Students to the array of studies available at NEIU and demonstrate the interconnections between academic disciplines. At the 300 level, UHP Scholars tailor the curriculum to their academic major and interests. Requirements at the 300 level emphasize research and culminate in the completion of a two-semester Senior Project that

builds professional and academic confidence, preparedness, and competitiveness. Study Abroad and international field experience can partially fulfill 300-level UHP coursework. Successful completion of the Program results in Honors Student and Honors Scholar designations imprinted on transcript and/or diploma.

All UHP course numbers are prefixed by an initial "Z", followed by a three-letter code designating the Honors Program (e.g., "ZHON") or an academic department (such as "ZART" for an Honors Art course).

More detailed information on the NEIU Honors Program is available in the Honors Office, B-141, by phone at (773)4426044, or at our website: http://www.neiu.edu/~hprogram/

***HONORS STUDENT* PROGRAM**

Requirements for Admission:

Entering Freshmen: 'High Pass' on application essay and at least one of the following: ranked in top 10% of graduating high school class or minimum ACT score of 25; portfolio, if appropriate, of significant works demonstrating excellence in creative activities. Exceptional cases will be considered. Interested students with a GED are encouraged to apply.

Current NEIU/ Transfer Students: 'High Pass' on application essay. Minimum cumulative GPA of 3.5 (on a 4.0 scale) in NEIU courses numbered 100 and above or in transferable courses.

Up to six credits earned in a similar Honors Program may be considered for transfer into the NEIU Honors Program. Petition for transfer courses will be evaluated by the UHP Coordinator.

Retention Requirements for the Honors student Program:

Only courses passed with grades of 'A' or 'B' will fulfill UHP requirements; no Honors course may be taken more than twice.

Minimum cumulative GPA of 3.5 and UHP GPA of 3.0 must be maintained to stay in good UHP academic standing and be eligible to receive UHP scholarships and awards.

Students who do not meet these requirements will be placed on UHP academic probation for two consecutively enrolled terms; failure to reach the criteria after the probationary term may result in dismissal from the Honors Student Program.

Requirements for the Honors student Program:

The Honors Student Program requires completion of 15 credit hours of 100- and 200-level general education Honors courses: each of four Honors Area Courses listed below and one Honors elective. All Honors courses will be designated by an initial Z, followed by a three-letter code designating the Honors Program (ZHON) or an academic department (in the case of electives).

ZHON 191: Honors Introduction to the Performing and Fine Arts ..... 3 cr
ZHON 192: Honors Introduction to the Humanities ..... 3 cr
ZHON 193: Honors Introduction to the Social Sciences..... 3 cr
ZHON 194: Honors Introduction to Contemporary Sciences ..... 3 cr
Z- Honors elective..... 3 cr
Total 15 cr

Students who successfully complete the Honors Student Program will have the designation "Honors Student" imprinted on their transcript.

***HONORS SCHOLARS* PROGRAM**

Students may enter the Honors Scholar program in one of two ways: 1) successful completion of Honors Student Program and declaration of an academic major; or 2) declaration of an academic major, Junior standing, cumulative GPA of 3.5, and a 'high pass' on the Scholar-level application essay. Students applying via the second option above will be asked to respond to an essay question that will allow them to demonstrate their critical thinking and writing skills.

Requirements for the Honors scholar Program:

The Honors Scholar Program requires completion of 15 credit hours at the 300 level: 9 credit hours of electives (such as courses adapted from the major or minor for UHP credit, Study Abroad or international field experience, or ZHON 375: Honors Colloquium: World Perspectives), and 6 credit hours of work toward a two-semester UHP Senior Project (ZHON 360-Honors Seminar in Research and Creative Processes and ZHON 395-Honors Thesis Hours/Creative Project, or approved discipline-specific equivalents). See below for additional information on adapting courses for UHP credit and on the Senior Project requirement.

3 UHP electives at the 300 level (adapted major/minor courses, Study Abroad or international field experience, or ZHON 375).....9 cr.
ZHON 360-Honors Seminar in Research and Creative Processes .....3 cr.
ZHON 395-Honors Thesis Hours/Creative Project .....3 cr.
Total 15 cr

Retention Requirements for the Honors scholar Program:

Only courses passed with grades of 'A' or 'B' will fulfill UHP requirements; no Honors course may be taken more than twice.

The student must maintain a minimum cumulative GPA of 3.5 and UHP GPA of 3.0 to stay in good UHP academic standing and be eligible to receive UHP scholarships and awards.

Students who do not meet these requirements will be placed on Honors Program academic probation for two consecutively enrolled terms; failure to reach the criteria after the probationary term may result in dismissal from the Honors Scholar Program.

Students who successfully complete the Honors Scholar Program will have the designation "Honors Scholar" imprinted on their transcript and diploma upon graduation.

Adapted Courses:

Students at the Honors Scholar level will apply to adapt non-Honors courses for Honors credit. In this way, courses in the student's major can fulfill UHP requirements. Student and faculty member must discuss this option in advance, complete the UHP Adapted Course Application, and submit it for approval by the UHP Coordinator prior to the start of the semester in which the course will be taken. Additional guidelines regarding this process are available from the Honors Program Office, B-141.

UHP Senior Project

All UHP Scholars must complete a UHP Senior Project, a research-based thesis or creative work (depending on the scholar's major) that represents outstanding undergraduate achievement in their field(s) and the culmination of the Honors Scholar curriculum. To be eligible for enrollment in ZHON 395-Honors Thesis Hours/Creative Project, scholars must successfully complete ZHON 360 (or equivalent) with an approved project proposal that includes abstract, literature review, and initial write-up of the inquiry/project. They must also have the support of a faculty member in their field who is familiar with the project proposal and willing to serve as thesis advisor. For additional information and guidelines, scholars can pick up a current copy of the UHP Senior Project Manual and other related documents from the UHP Office, B-141.

For general questions regarding the NEIU Honors Program, contact the Honors Office: (773) 442-6044.

COURSE OFFERINGS

ZHON 191 Honors Introduction to the Performing and Fine Arts, 3 cr. This course provides a stimulating introduction to the performing and fine arts. The course is structured around four modules covering the performing and fine arts offered at NEIU: visual arts, music, dance, and theater. The modules, while complete in themselves, will draw connections between the fine arts and explore the differences that make each of the fine arts unique. This course counts for General Education credit in the Fine Arts area. Prereq.: admission to the University Honors Program.

ZHON 192 Honors Introduction to the Humanities, 3 cr. This lively introduction to the humanities at NEIU and to humanistic discourse in general is a discussion-oriented core course in the Honors Program. It is structured around a series of thought-provoking questions that will allow for the investigation of multiple methods of inquiry employed in the humanities. Various topics will be explored from the perspectives of English, Foreign Languages and Literatures, Linguistics, Philosophy, Communication, and Women's Studies. Students will learn essential academic skills while exploring how these disciplines are both distinctive and in conversation with one another, sharing concerns common to the humanities in general. This course counts for General Education credit in the Humanities area. Prereq.: admission to the University Honors Program.

ZHON 193 Honors Introduction to the Social Sciences, 3 cr. This spirited introduction to the social sciences at NEIU, and to the behavioral and social sciences in general, is a discussion-oriented core course in the Honors Program. It is structured around a series of thought-provoking readings and inter-related topics that will investigate multiple methods of inquiry employed in the social sciences. These themes and approaches will be explored from the perspectives of Anthropology, Economics, Geography, History, Justice Studies, Political Science, Psychology, and Sociology. Students will learn essential academic skills while gaining insight into how these various disciplines connect with one another and inform various dimensions of interpersonal life. This course counts for General Education credit in the Social/Behavioral Sciences area. Prereq.: admission to the University Honors Program.

ZHON 194 Honors Introduction to the Sciences, 3 cr. This course provides a stimulating introduction to a set of topics that are at the forefront of research in the natural sciences. The course is structured around a series of modules, each covering a topic that is among the most significant in the fields of Biology, Chemistry, Earth Science, and Physics. The modules, while complete in themselves, will draw connections between scientific disciplines, and will explore how advances in one field have facilitated breakthroughs in other fields of science. The integration of computation into the course provides a strong link to the disciplines of Mathematics and Computer Science as well. This course counts for General Education credit in the Natural Sciences area. Prereq.: admission to the University Honors Program.

ZHON 360 Honors Seminar in Research and Creative Processes, 3 cr. How do scientists test a hypothesis? What approach directs a jazz pianist's creative process? What form does analysis take in English or Educational Leadership or Archaeology? This practice-oriented seminar explores how research is conducted in a variety of academic areas. Students will examine methodologies and gain experience

synthesizing literature and analyzing findings as they build the components of an Honors Thesis/Creative Activities Proposal. Faculty guests will offer perspectives on their own research/ creative processes. Discussions and class assignments will lead students progressively toward developing a polished proposal in their own major field of study. Course themes will vary. Prereq: Honors Scholar status.

ZHON 375 Honors Colloquium: World Perspectives, 3 cr. Specialized and intensive investigation of topics in broadly defined areas of current interest; reading, discussions, guest lectures. Prereq.: Honors Scholar status.

ZHON 395 Honors Thesis/Creative Project, 3 cr. The Honors Thesis or Creative Project represents the culmination of your participation in the Honors Program. After completing an approved proposal, Honors Scholars register for ZHON 395 with their thesis/creative project faculty advisor and work one-on-one with him/her to conduct and complete the thesis/ creative project. Honors Scholar and faculty advisor continue to participate in regular meetings with others going through same process. ZHON 395 students are strongly encouraged to present their work at the NEIU Student Research and Creative Activities Symposium or similar venue. Prereq: ZHON 360.

ZHON 3951-3 Honors Thesis/Creative Project Hours, 1-3 cr. The NEIU Honors Program supports department-specific thesis options. Honors Scholars may conduct their Honors thesis/creative project through departmental credit hours or by enrolling in ZHON 395. If the departmental thesis/creative project credits add up to less than 3, the student may use ZHON 3951-3 credits to bring the total number of Honors thesis/creative project credits up to 3. See thesis advisor to determine if department has its own credit hours for senior thesis or creative project. Prereq: Consent of faculty.

WEEKEND INSTITUTE FOR PROFESSIONAL DEVELOPMENT

The Weekend Institute for Professional Development provides undergraduate students with course offerings on Friday evenings, Saturday mornings and afternoons, and Sunday afternoons at three sites: El Centro, the University's academic center for the Latino community at 3390 N Avondale, Chicago, IL 60618; the Jacob H. Carruthers Center for Inner City Studies, an academic center serving the inner city communities at 700 East Oakwood Boulevard in the heart of Chicago, and on the Northeastern Illinois University Main Campus.

Weekend Institute courses are offered in three tracks, Pre-Education and Professional Studies and other general courses. Students who complete the 10 courses (30 credit hours) in the Pre-Education track will satisfy all course work for admission into the College of Education. Additional College of Education admission requirements may be found on the College of Education web site. Students in the Professional track will take 10 courses (30 credit hours) that have been selected to enhance their skills in both business and organizational life.

Weekend Institute courses are open to all admitted undergraduate Northeastern Illinois University students whether they are interested in completing the entire track or are interested in taking a particular course. Prerequisites are required for some courses in both tracks.

Course offerings in the Pre-Education track include:

1. ENGL 101: Writing I
2. ENGL 102: Writing II
3. EDFN 305: Philosophical and Historical Foundations of Public Education
4 EDFN 306: Education and Individual Differences
5. HIST 215: United States History, 1877-Present
6. Cultural Studies One Course in Non-Western Cultural Studies

7. MATH 141: College Mathematic I
8. MATH 143: College Mathematics II
9. PSCI 216: American National Government
10. CMTC 101: Foundations of Communication

Course offerings in the Professional Studies track include:

1. ACTG 300: Principles of Accounting
2. CS 100: Introduction to Personal Computing
3. ENGL 335: Written Communication for Business
4. HRD 320: Dynamics of Working with Groups and Individuals
5. Cultural Studies One Course in Non-Western Cultural Studies
6. MATH 112: Statistics in Daily Life
7. PHIL 213: Ethics
8. PSCI 341: Public Administration
9. SOC 316: Race and Ethnic Relations
10. CMTM 370: Public Relations or CMTC 314: Organizational Communication

For further information, contact the Coordinator of the Weekend Institute:
Suzanne G. Benson, Ph.D. at the Northeastern Illinois University main campus, telephone 773-442-5532, email s-benson1@neiu.edu.

COLLEGE OF GRADUATE STUDIES AND RESEARCH

Michael J. Stern, Ph.D., Dean and Professor of Biology
Nancy C. Wrinkle, Ph.D., Associate Dean and Associate Professor of Mathematics

Northeastern Illinois University, through its College of Graduate Studies and Research and the 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 the faculty in extending knowledge through research, scholarly and creative activities.

The College of Graduate Studies and Research 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.

The College of Graduate Studies and Research offers master's programs in 38 academic concentrations. All students admitted to a master's program are enrolled in the College and governed by its policies and procedures. Graduate students, therefore, have different tuition rates and grievance procedures. They are eligible to apply for research assistantships and tuition scholarships 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 and published in the Class Schedule. Applicants are advised to check the College of Graduate Studies and Research website for any changes or special situations.

ORGANIZATION OF THE COLLEGE

The Dean is responsible for implementation of institutional policies related to the College of Graduate Studies and Research. Such policies are established in collaboration with the Graduate College Advisory Committee, a group elected by and from the faculty of the university.

Graduate advisors are assigned by the disciplines in which the graduate students are enrolled.

Mailing Address and Office Hours

Student inquiries, applications, transcripts and petitions should be directed to the Graduate Admissions and Records Office, **D101-D, Northeastern Illinois University, 5500 N.**

St. Louis Avenue, Chicago, Illinois, 60625-4099.

Application materials may be picked up from Graduate Admissions and Records or accessed from the college website: http://www.neiu.edu/academics/graduate-college/

The Graduate Admissions and Records Office is typically open between 8:30 a.m. and 7:00 p.m. Monday through Thursday, and 8:30 a.m. to 4:30 p.m. on Friday. You may reach the office at (773) 442-6001.

Graduate Advisors / Coordinators

Each graduate program has a Graduate Advisor/Coordinator who serves as an important link with the College of Graduate Studies and Research. A Graduate Advisor/Coordinator evaluates and processes applications for admission to a program in the College of Graduate Studies and Research and for

graduation from the College, advises on programs of study, informs students of departmental regulations and procedures, monitors students' academic progress, and reviews and approves applications for graduation. Students are urged to keep in contact with their advisors and to visit the College website: www.neiu.edu/graduatestudies periodically for important information updates.

GENERAL ADMISSION REQUIREMENTS

Applicants for admission to the College must:

1. Submit a completed application.
2. Provide official transcripts.
3. Possess an undergraduate degree from a regionally accredited college or university.
4. Demonstrate 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.
5. Meet the requirements of the specific program to which they are applying.
6. A non-refundable $30.00 application fee must accompany the application. Fee can be in the form of a check, money order or bank draft payable to Northeastern Illinois University. If paid in cash at the University Cashier's Office, the receipt should be attached with the application package.

Transcripts from colleges/universities outside of the U.S. require evaluation through Educational Credentials Evaluators, Inc. (ECE) or World Education Services (WES).

Before admission to a degree program, and based on the credential evaluation, applicants may be required to complete additional coursework and/or fulfill other requirements as prerequisites for the degree.

ADMISSION TO A DEGREE PROGRAM

Full admission to a specific master's degree program requires:

1. Fulfillment of the general requirements for admission to the College of Graduate Studies and Research. Consult program descriptions and/or application instructions for specific departmental application requirements.
2. Submission of a completed Graduate Programs Admission application and required documents by the application deadline.
3. Transcripts and examination scores must be official and received in an envelope sealed by the sending institution. Hand carried transcripts will be considered official as long as they are delivered in the sealed envelope. Transcripts become the property of the University and cannot be released.
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 Admissions Office at Northeastern Illinois University to avoid delay or denial of admission. Northeastern Illinois University's code is 1090.
7. Departmental or program committee approval. The final admission 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 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 specific program, and is within 9 semester hours of completing an undergraduate degree. However, the student must submit an official transcript showing the degree within one semester after commencing the graduate program of study on the date prescribed in the letter of admission for the admission to be valid. Courses used to fulfill the undergraduate degree requirements will not apply to the graduate degree program of study.

Notification of Admission: The Graduate Admissions Office will inform students in writing of the results of their application. Students who are admitted should contact their advisor and participate in available orientation programs. Students who are not admitted to the College of Graduate Studies and Research may apply to be students-at- large in accordance with established deadlines.

International Students are required to fulfill all processes and requirements of the College of Graduate Studies and Research and specific programs. Additionally, they must meet requirements for F-1 visa status. Current requirements should be obtained from the Northeastern Illinois University Office of International Programs website. These requirements can include completed evaluation from work done at international universities, recent TOEFL results, bank statement to support sufficient funds for attending school and for living expenses.

Since each graduate degree program has its own specific course requirements, it is imperative that the student assumes 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. Students are urged to visit the International office website: www.neiu.edu/~deptip/ and the College of Graduate Studies and Research website: www.neiu.edu/graduatestudies periodically for important information updates.

Admission Acceptance / Deferral Students may request, in writing, a deferral of their matriculation for up to one year. Requests for deferment should be submitted to the Graduate Admissions Office.

GRADUATE ACADEMIC STANDING POLICIES

CATALOG YEAR
A graduate student's catalog year is the academic year when the student is first enrolled after being admitted to a program. Re-admitted students are subject to the catalog year based on their re-admission term (see Inactive Status).

INACTIVE STATUS

A student who does not register for coursework for three consecutive semesters, including the summer term, will have his/her graduate status changed from "Active" to "Inactive" and will not be allowed to register for additional classes. To return to active status, a student has three options:
1) Apply for readmission to his/her original program;
2) Apply for admission to a new program; or
3) Apply for admission as a student-at-large.

Readmission to a student's original program is not guaranteed. A re-admitted student must comply with the program requirements detailed in the Academic Catalog in effect for the term of re-admission.

GRADUATE DEGREE CREDITS

All graduate credits are at the 400 level or above, except for a limited number of 300 level courses that have been approved for graduate degree credits in a specific master's degree program (referred to as "300-starred" (300*) courses). Programs may permit students to apply up to three 300* courses, to a maximum of ten credit hours, to fulfill program requirements. Students should consult with their program advisors for details concerning graduate degree credits for 300*-level courses.

A maximum of two courses with grades of "C" may be counted toward satisfying program requirements. Courses with grades below "C" do not count toward satisfying program requirements.

REPEATING COURSES

A student can take a specific course a maximum of two times (excluding course withdrawals), unless the course is formally approved as "repeatable."

6-YEAR PROGRAM COMPLETION

A graduate student has six years to complete his/her program. Courses that are more than six years old do not count toward fulfilling the requirements of a graduate program.

GRADE POINT AVERAGE

A graduate student's Grade Point Average (GPA) is determined based on the grades received in all graduate-level courses taken, beginning from the term of initial enrollment in graduate status at Northeastern. All grades received, including those of courses that were taken multiple times (see Repeating Courses policy), will count toward a student's GPA and will appear on a student's transcript. A graduate student must have a minimum cumulative GPA of 3.0 to be awarded his/her degree or certificate.

ACADEMIC STANDING

To remain in good academic standing, a graduate student must maintain a minimum cumulative GPA of 3.0. In addition, a graduate student in a degree or certificate program must make satisfactory progress toward his/her degree or certificate. A student must be in good academic standing to graduate.

ACADEMIC PROBATION

A graduate student whose cumulative GPA falls below 3.0 will be placed on academic probation. If, in subsequent terms, the student earns grades that restore his/her cumulative GPA to 3.0 or above, he/she will be returned to good academic standing. If a student needs to be placed on academic probation for a third time after he/she returned to good academic standing in two previous probation instances, he/she will be dismissed. A student whose cumulative GPA falls below 2.0 will be dismissed without academic probation.

A student who is on academic probation and who does not restore his/her cumulative GPA to 3.0 in subsequent terms will be permitted to remain on academic probation as long as he/she earns at least a 3.0 GPA for the term. If, in any subsequent term, the student on academic probation fails to earn a 3.0 GPA for the term, he/she will be dismissed.

DISMISSAL FOR ACADEMIC REASONS
A student may be dismissed from his/her program for the following academic reasons: sub-standard GPA (see Academic Probation policy); failure to make satisfactory progress toward completion of his/her program; or receiving more than six credit hours of unsatisfactory grades (C, D, or F). A student may also be dismissed as a consequence of acts of academic misconduct (see the University Code of Conduct).

To avoid dismissal, a student who has experienced extenuating circumstances may meet with his/her program advisor to request development of a plan outlining the course of action the student must follow to return to good academic standing. This plan must be approved by both the program and the Dean of the College of Graduate Studies and Research or the Dean's designee. Failure to meet the terms of this plan may not be appealed and will result in dismissal.

Application for Graduation. An application for graduation should be filed according to the instructions and the schedule provided with the application. Dates are also specified in the Class Schedule. A non-refundable graduation fee must accompany the application. Upon evaluation of the graduation application, the student will receive a response indicating outstanding requirements and whether or not there is a possibility for completion of all requirements by a deadline date.

A WORK COMPLETION DATE is established for each semester. It is published in the Class Schedule and on the College of Graduate Studies and Research website: www.neiu.edu/graduatestudies. Students who expect to graduate at the conclusion of the semester must complete all work by this date and the department/program must provide proof of completion to the College. This includes submission of the defended thesis, projects, removal of "I" grades, and the receipt of comprehensive examination results, etc. The work completion date does not apply to classes currently in progress.

TRANSFER CREDIT POLICY

GENERAL TRANSFER CREDIT POLICIES
1. The acceptance of transfer credits toward the fulfillment of graduate program requirements must be approved by the program.

2. The total number of transfer credits, eitherinternal, external, or combined, may not exceed nine credit hours.

3. Courses that have been counted toward the award of a previous degree cannot be used as transfer credit.

4. Only courses that were applicable to a graduate program at the institution where they were taken can be accepted for transfer credit.

5. Only courses with grades of B- or better are eligible as transfer credit.

INTERNAL TRANSFER CREDITS

1. Students who initially take graduate-level courses as a student-at-large at Northeastern Illinois University and are then admitted to a graduate program are allowed to transfer in a maximum of nine credits toward fulfillment of their graduate program requirements. Courses taken as a student-at-large cannot be transferred into a graduate program to which the student was denied admission.

2. A maximum of six credit hours of graduate-level coursework taken prior to the granting of the bachelor's degree at Northeastern Illinois University may count toward a graduate program if these credits were completed no more than 12 months prior to the date of baccalaureate graduation.

EXTERNAL TRANSFER CREDITS

1. A maximum of nine credit hours of transfer credit from other regionally-accredited colleges/universities or recognized international institutions may be accepted. The courses must have been completed within six years of the student's graduation date from the program.

2. If a student has received external transfer credit for a course and takes another course at Northeastern Illinois University that the program deems to be a duplicate, only the course taken at Northeastern will be used to satisfy program requirements.

WAIVER OF COURSE REQUIREMENTS

Students considering applying for a waiver of specific course requirements based on demonstrated competence may petition the appropriate graduate program advisor(s). If a waiver is approved, the student must complete alternate credits equal in number to those waived.

THESIS PROCEDURES

The form for the Thesis Seminar may be obtained online on the website www.neiu.edu/graduatestudies under the Student Resources tab. Completed forms must be submitted to the College at least one week prior to registration.

The "Manual of Thesis Procedures" is online or at the College website. Students who write a thesis or do a project as part of their graduate degree requirements are expected to follow the guidelines as indicated in the manual.

Graduate students conducting thesis research or its equivalent must register for GRAD 498 in fall and spring terms IF they have not successfully completed their work and received a grade of I. Please note: This mandatory registration during spring and/or fall terms is only for students who have not registered for other credits and have on-going thesis or equivalent requirements to fulfill.

DEGREE VERIFICATION

If a graduate student has completed all academic requirements with a current application for graduation on file and he/she is waiting for the formal awarding of the degree, the University Registrar, 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 verification that the degree has been earned.

EXCEPTIONS

Exceptions to the published policies of the College of Graduate Studies and Research may be made only after approval of the Dean or the Dean's designate following the submission of a written petition.

GRADUATE MERIT TUITION AWARDS/ ASSISTANTSHIPS

The University provides a limited number of merit tuition scholarships to qualified students in good academic standing upon the recommendation of their program faculty. An application is available on the College of Graduate Studies and Research website at www.neiu.edu/graduatestudies.

Students may also contact the Financial Aid Office for the availability of various fellowships and other forms of financial assistance. Students interested in an appointment as a graduate assistant must fill out the form available on the College of Graduate Studies and Research website at www. neiu.edu/graduate studies. Student skills will be matched against available positions and interviews will be arranged.

CHANGES IN POLICY

Northeastern Illinois University and the College of Graduate Studies and Research reserve the right to make policy changes from time to time when necessary.

MASTER'S DEGREE PROGRAMS

The following master's programs are currently offered by the College of Graduate Studies and Research of Northeastern Illinois University.

GRADUATE PROGRAMS IN ARTS AND SCIENCES:

Biology, M.S.
Chemistry, M.S.
Communication, Media & Theatre, M.A.
Computer Science, M.S.
English Composition/Writing, M.A.
English Literature, M.A.
Geography and Environmental Studies, M.A.
Gerontology, M.A.
History, M.A.
Latin American Literatures and Cultures, M.A.
Linguistics, M.A.
Political Science, M.A.
Music - Applied Music Pedagogy, M.A.
Mathematics - Applied Mathematics, M.S.
Mathematics - Secondary Education Mathematics, M.S.
Mathematics - Pedagogical Content Knowledge for Teaching Elementary and Middle School Mathematics, M.A.
Teaching English as a Second/Foreign Language (TESL/TEFL), M.A.

DUAL PROGRAMS

Biology with Teaching Endorsement, M.S.
English with Teaching Endorsement, M.A.
History with Teaching Endorsement, M.A.
Latin American Literatures and Cultures with Teaching Endorsement, M.A.
Mathematics with Teaching Endorsement, M.S.
Music with Teaching Endorsement, M.A.

GRADUATE PROGRAMS IN BUSINESS AND MANAGEMENT

MSA Master of Science in Accounting

MBA Master of Business Administration

GRADUATE PROGRAMS IN EDUCATION
Counseling - Clinical Mental Health Counseling, M.A.
Counseling - Family, M.A.
Counseling - Rehabilitation, M.A.
Counseling - School, M.A.
Exercise Science, M.S.
Gifted Education, M.A.
Human Resource Development, M.A.
Inner City Studies Education, M.A.
Instruction Bicultural/Bilingual Education, M.S.I.
Instruction Language Arts - Secondary Education, M.S.I.
Literacy Education, M.A.
School Leadership, M.A.
Special Education LBS I Initial Certification, M.A.
Special Education LBS II, M.S.
Teaching and Inquiry, MSTI (Master of Science in Teaching and Inquiry)
Teaching Bicultural/Bilingual Education, M.A.T.
Teaching Early Childhood Education, M.A.T.
Teaching Elementary and Middle School Education, M.A.T.
Teaching Language Arts - Secondary Education, M.A.T.

NON DEGREE PROGRAMS

CERTIFICATES IN ARTS AND SCIENCES
Geographic Information Systems Certificate
Gerontology Certificate

CERTIFICATES AND LICENSURES IN EDUCATION
Early Childhood Education FOCUS Program
Elementary Education FOCUS Program
LBS I - Learning Behavior Specialist FOCUS Program
LBS II - Learning Behavior Specialist
LBS II - Curriculum Adaptation Specialist (CAS)
LBS II - Behavior Intervention Specialist
Reading Teacher Endorsement - Elementary Level
Reading Teacher Endorsement - Secondary Level
Secondary Education FOCUS Program
Teacher Licensure Program (TLP) - Initial Licensure
Early Childhood Education - Type 4
Elementary Education - Type 3
Secondary Education - Type 9 (Biology, English, History, Math)
Secondary Education - Type 10 (Art, Music, French, PE, Spanish)

COLLEGE OF ARTS AND SCIENCES

Wamucii Njogu, Ph.D., Dean, Associate Professor of Sociology
Katrina Bell-Jordan, Ph.D., Associate Dean, Professor of Communication
David H. Rutschman, Ph.D., Associate Dean, Professor of Mathematics
Marcelo Sztainberg, Ph.D., Associate Dean, Associate Professor of Computer Science

The College of Arts and Sciences is the largest of the University's three colleges. It comprises 18 departments which offer bachelor's degrees in 25 majors with 36 minors and master's degrees in different disciplines. In addition, the College is responsible for the General Education program. The College offers most 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/ behavioral sciences, and professional studies all contribute to enriching students' intellectual lives and enabling them to grow into informed and responsible citizens.

It is a further goal of the College to provide undergraduate major programs in a variety of both academic 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.

Further information about the college can be found at www.neiu.edu under Academics.

Pre-Health and Pre-Law Advising
Students interested in Law or Health related professions can receive guidance on courses, graduate school test preparation, and the application process from David Nissim-Sabat, the Coordinator of Student Services in the College of Arts and Sciences.

DEPARTMENTS

Anthropology, English Language Program, Philosophy and Teaching English as a Second Language
Jeanine Ntihirageza, Ph.D., Associate Professor of TESL/TEFL, Chair

Art
Mark McKernin, M.F.A., Professor, Chair

Biology
John M. Kasmer, Ph.D., Associate Professor, Chair

Chemistry
John Al-Bazi, Ph.D., Professor, Chair

Communication, Media and Theatre
Tony Adams, Ph.D., Associate Professor, Chair

Computer Science
Peter Kimmel, Ph.D., Professor, Chair

Earth Science and Physics
Paulo Acioli, Ph.D., Professor of Physics, Chair

Economics and Geography & Environmental Studies
Erick Howenstine, Ph.D., Professor of Geography & Environmental Studies, Chair

English and Linguistics
Tim Libretti, Ph.D., Professor, Chair

History
Michael Tuck, Ph.D., Associate Professor, Chair

Justice Studies
Cris E. Toffolo, Ph.D., Professor, Chair

Mathematics and Math Development
Lidia Z. Filus, Advanced Degree, Professor, Chair

Music
R. Shayne Cofer, Ph.D., Professor, Chair

Political Science
Jeffrey Hill, Ph.D., Professor, Chair

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

Social Work
Jade Stanley, Ph.D., Professor, Chair

Sociology, Women's and Gender Studies, Latino & Latin American Studies, and African & African American Studies
Brett Stockdill, Ph.D., Professor of Sociology, Chair

World Languages and Cultures
Paul Schroeder Rodriguez, Ph.D., Professor, Chair

UNDERGRADUATE MAJORS
Baccalaureate degrees are offered in the following disciplines:

Anthropology
Art
Biology
Chemistry
Communication, Media and Theatre
Computer Science
Earth Science

Economics
English
Environmental Studies
French
Geography
History
Justice Studies
Latino and Latin American Studies
Mathematics
Music
Philosophy
Physics
Political Science
Psychology
Social Work
Sociology
Spanish
Women's and Gender Studies

Licensure 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
African and African American Studies
Anthropology
Art
Asian Studies
Biology
Chemistry
Child Advocacy Studies
Communication, Media and Theatre
Computer Science
Criminology
Dance
Earth Science
Economics
English
Environmental Studies

French
Geography
Gerontology
History
Journalism
Korean
Latino and Latin American Studies
Linguistics
Media
Mathematics
Music
Philosophy
Physics
Political Science
Psychology
Public Administration
Social Justice
Social Work
Sociology
Spanish
TESL/TEFL
Theatre
Women's and Gender Studies

GRADUATE PROGRAMS

Departments in the College of Arts and Sciences offer 15 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 College of Graduate Studies 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 Arts in Communication, Media and Theatre
Master of Science in Computer 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 Latin American Literatures and Cultures
Master of Arts in Linguistics
Master of Science in Mathematics
Master of Arts in Pedagogical Content Knowledge for Teaching Elementary and Middle School Mathematics
Master of Arts in Music
Master of Arts in Political Science
Master of Arts in Teaching English as a Second Language

DECLARATION OF MAJOR
Students who wish to declare a major must complete the CAS Declaration of Major form and submit it to the Department. Forms are available in all departmental offices, Enrollment Services, Dean's Office in the College of Arts and Sciences, Academic Advising, and the College of Arts and Sciences website under student resources. 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.

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.

Student Center for Science Engagement

The Student Center for Science Engagement (SCSE) is a resource to help students succeed at NEIU and in their future careers. Our mission is to increase student interest and achievement in the sciences and to help prepare them for cutting edge, scientifically driven careers. We strive to provide students with the support they need to succeed at NEIU as well as in their careers or advanced studies. We primarily serve the departments of Biology, Chemistry, Computer Science, Earth Science, Math and Physics, and work with students to explore these areas of study and how they lead to careers.

We offer one-on-one advising with professional advisors who are also scientists to provide support, create a plan for gaining professional experience and to take the steps needed to pursue careers and graduate study. We connect students with tutoring in all of the above departments, as well as Peer Led Team Learning to assist students in developing their learning and study skills in math and science courses. The SCSE hosts a research program for students and faculty. The SCSE staff work with students to identify and pursue internships, jobs and graduate study opportunities and also help with preparing application materials. We host numerous events and workshops throughout the year to help students network with professionals in the sciences and find ways to apply their studies, find out about careers in the sciences and prepare for life after graduation. We also offer curriculum development funding for faculty.

The Student Center for Science Engagement is located in the Science Building in BBH-247. The SCSE is a place for students to meet and study, hang out, attend an SCSE workshop or event, or meet with an advisor. The SCSE staff can be found in BBH-235, and we encourage students to stop by to learn more about our resources, and visit the SCSE website at www.neiu.edu/~scse/index.php.

PROGRAMS

AFRICAN AND AFRICAN AMERICAN STUDIES

Brett Stockdill, Ph.D., Professor, Chair
Marshall Thompson Ph.D., Associate Professor, Program Coordinator
Core Faculty
Jacqueline Anderson, Ph.D., Assistant Professor, Social Work
Russell Benjamin, Ph.D., Associate Professor, Political Science
Sharon Bethea, Ph.D., Associate Professor, Counselor Education
Chielozona Eze, Ph.D., Associate Professor, English
Alvin David Farmer, Jr., Ph.D., Associate Professor, Psychology
Courtney Francis, M.A., Instructor, Teaching English as a Second/Foreign Language
Alfred Frankowski, Ph.D., Assistant Professor, Philosophy
Nicole Holland, Ph.D., Associate Professor, Educational Inquiry and Curriculum Studies
Julie Ironmuanya, Ph.D., Assistant Professor, English
Tracy Luedke, Ph.D., Associate Professor, Anthropology
Christopher Merchant, Ph.D., Assistant Professor, Psychology
Selina Mushi, Ph.D., Associate Professor, Teacher Education
Job Ngwe, Ph.D., Associate Professor, Social Work
Wamucii Njogu, Ph.D., Associate Professor, Sociology
Jeanine Ntihirageza, Ph.D., Associate Professor, Teaching English as a Second/Foreign Language
Theophilus Okosun, Ph.D., Associate Professor, Justice Studies
Olivia Perlow, Ph.D., Assistant Professor, Sociology
Donald Waddel, M.A., Instructor, Social Work
Durene Wheeler, Ph.D., Associate Professor, Educational Inquiry and Curriculum Studies
Lance Williams, Ph.D., Associate Professor, Inner City Studies Education
Conrad Worrill, Ph.D., Professor, Inner City Studies Education

Minor in African and African American Studies (18 cr. Hrs.)

The African and African American Studies Minor (AFAM) is the study, research, interpretation and dissemination of knowledge about the African/African Diaspora worlds that are found primarily in Africa, the United States, the Caribbean and South America but also among peoples of Asia and Europe. Interdisciplinary in both conception and practice, the AFAM program provides a challenging curriculum designed to critically examine the structure, organization, contributions, and perspectives of Africa and its peoples throughout the Diaspora. A major paradigm that informs the program's curriculum is an African-Centered framework that proceeds from a position internal to the cultures of African peoples. This approach is used concurrently with an awareness of and openness to the variation and richness of the total human experience. Additionally, selected teaching and course materials are designed to provide students with a concise understanding of the specific history, heritage and culture of African Americans. With a strong commitment to teaching excellence, the primary goals of the African and African American Studies program are to: (1) provide students with a comprehensive quality multicultural education and, (2) provide students the opportunity for a creative intellectual experience based upon the critical and systematic study of the life, thought and practice of African peoples in their current and historical development. The AFAM minor is currently housed in the Sociology Department.

Note: Sociology majors and minors may use as electives any of the courses offered through the African and African American Studies Program.

Required Courses:
AFAM 200 Introduction to African and African American Studies.....3 cr.
AFAM 301 Foundations of African Civilizations
(Prerequisite: AFAM 200 or consent of AFAM Coordinator).....3 cr.
AFAM 302 Foundations of Africans in the Diaspora
(Prerequisites: AFAM 200 or consent of AFAM Coordinator).....3 cr.
Electives.....9 cr.

Electives must be chosen from the selected interdisciplinary list of courses shown below.

In order to ensure that minors obtain a wide range of knowledge and analytical ability, students are required to take elective courses in, at minimum, two different disciplines. Students must consult with a program advisor to plan a sequence of study through elective courses.

COURSE OFFERINGS

AFAM-200 Introduction to African and African American Studies, 3 cr. Introduction to African and African American Studies is an interdisciplinary and foundational course that introduces students to the field of African and African American Studies through an overview of the socio-economic, historical, psychological, political and cultural experiences of African peoples on the continent of Africa and throughout the Diaspora. Selected teachings are designed to give students a concise understanding of the heritage of African people in America and a framework to analyze the culture and institutional arrangements which both shaped the African Diaspora and was shaped by people of African descent throughout different parts of the world. Emphasizing an African-Centered philosophy and framework of analysis, the course content and emphasis includes a focus on students' acquisition of both an analytic ability and interdisciplinary skills of investigation and research and their development of a critical and comprehensive approach to challenging traditional Western orthodoxy, intellectual hegemony, and misinformation about Africa and its peoples. Particular emphasis is placed on the role of race, class, and gender in assessing similarities and differences in the African experience throughout the Diaspora.
AFAM-224 Contemporary African Culture, 3 cr. This course introduces students to the diversity of contemporary African cultural life as it has been addressed by cultural anthropologists. In Africa one can find unique cultural practices and ways of living, as well as evidence that Africa is very much integrated into global economic and cultural flows. In this course students learn about Africans' experiences, both the patterns and the particularities, and gain a greater appreciation for the roles that Africans and African culture play in the world, including in the U.S. This course is cross-listed in the Anthropology Program (ANTH 224).
AFAM-301 Foundations of African Civilizations, 3 cr. This is an interdisciplinary course examining African civilizations from the prehistoric past to contemporary periods utilizing an African centered perspective. The course uniquely employs a variety of multidisciplinary perspectives and materials from history, geography, anthropology, political science, art, sociology, linguistics and other disciplines. Course content and emphasis is placed on correcting misperceptions and stereotypes of Africa while exploring the rich and varied diversity of Africa, its rich history, the fundamental cultural commonalities shared by African peoples despite the diversity, and the significance and place of African civilizations on the world scene.
AFAM-302 Foundations of Africans in the Diaspora, 3 cr. Foundations of Africans in the Diaspora is an interdisciplinary course that focuses on the history, culture and experiences of African descendants in

North America, South America and the Caribbean utilizing the research and writings from history, sociology, and anthropology conducted on and by the descendants of African peoples in these geographic areas. The objectives that form the foundation of the content for this course represent several topical areas that are in keeping with the overall goals of the minor in African and African American Studies. The topical areas are aligned into units of study and include: The African Diaspora, Africans in North America, The African American experience, Africans in Latin America and the Caribbean, and the Afro-Brazilian, Mexican, Columbian, Jamaican, French and Cuban experiences. Course objectives will be achieved through individual readings and study, and class activities and lectures. The methods used in this course include lectures, open discussions, seminar discussions, structured activities, and media and are designed to accommodate diverse learning styles.

AFAM-303 Global Collaborations: Cross-Cultural Research in Ghana, 4 cr. This is an intensive, short term cross-cultural exchange that provides significant experience in research and creative practices. Students will travel to Ghana, West Africa, visit key cultural and historical sites, and engage in collaborative research and/or creative projects. Course sessions at NEIU before and after travel will frame the experience.

AFAM-319 Prehistory of Africa, 3 cr. Africa is the sole source of evidence for the origins of human culture. Many significant cultural developments and technological innovations occurred first in Africa. This course surveys the archaeological evidence for the origins of human behavioral patterns from the earliest hominids to the eve of European colonization of this diverse continent. Principal course themes include: the origins of human culture; the Early, Middle, and Late Stone Ages; the origins of food production and complex societies; the history of ancient kingdoms including internal growth and external influences; the impact of Islam and the European contact with Africa. This course is cross-listed in the Anthropology Program (ANTH 319).

AFAM-320 Religion and Healing in Africa and the African Diaspora, 3 cr. In numerous contexts throughout Africa and the African Diaspora there are cultural institutions that bring together healing, religious practices, spirit possession, and expressive culture (including music, dance, and costume) and direct them toward resolving the bodily and social misfortunes of participants. This course will investigate variations and continuities amongst a range of examples of this cultural institution, including African independent Christian churches, Candomble, Santeria, Vodou, and the "cults of affliction" or "ngoma" of Africa, in order to understand the resilience and relevance of an institution by means of which participants both analyze and respond to the world around them. This course is cross-listed in the Anthropology Program (ANTH 320).

Cross-Listed Courses

Anthropology

ANTH 224 Contemporary African Culture
ANTH 225 Peoples of Mexico, Central American and the Caribbean
ANTH 319 Prehistory of Africa
ANTH 320 Religion in Africa
ANTH 365 Anthropology of Islam

English

ENGL 365 Caribbean Literature
ENGL 381 African American Literature

Geography & Environmental Studies

GES 302C Regional Geography: Africa

History

HIST 111E World History: Africa
HIST 202 History of Afro-Americans to 1877
HIST 203 History of Afro-Americans from 1877
HIST 329A African American History to 1865
HIST 329B African American History and Race Relations since 1865
HIST 370 Pre-Colonial Sub-Saharan Africa
HIST 371 19th and 20th Century Africa
HIST 372 History of Southern Africa, 1800 - Present
HIST 373 Women and Gender in African History

Inner City Studies
ICSE 202 Colonial Systems
ICSE 204 Introduction to African Civilizations
ISCE 301 Racism in Theory and Fact
ISCE 304 Communication in the Inner City

Justice Studies
JUST 202 WIP: Justice and Inequality
JUST 331 Law and Racism in America

Music
MUS 342 World Music

Philosophy
PHIL 291 Philosophical Foundations of Oppression
PHIL 364 Critical Race Theory

Political Science
PSCI 330 African American Politics and Social Change
PSCI 360 Politics of Sub-Saharan Africa
PSCI 397 African Political Thought

Psychology
PSYC 314 Psychology of the African American Family

Social Work
SWK 202 Community Analysis
SWK 203 Analysis of Cross Culture Interaction
SWK 250 Issues in Social Service Delivery
SWK 314 Social Work Advocacy

Sociology
SOC 309 Sociology of Racism
SOC 316 Race and Ethnic Relations
SOC 344 African American Women: Feminism, Race and Resistance

ANTHROPOLOGY

Jeanine Ntihirageza, Ph.D., Associate Professor, Chair
Jon B. Hageman, Ph.D., Associate Professor, Program Coordinator
Siobhán B. Cooke, Ph.D., Assistant Professor
Lesa C. Davis, Ph.D., Associate Professor
Tracy J. Luedke, Ph.D., Associate Professor
Russell Zanca, Ph.D., Professor

The discipline of anthropology uniquely incorporates both cultural and biological perspectives in its study of the diversity of past and present humans, as well as that of our close primate relatives. With a strong commitment to teaching excellence, the NEIU Department of Anthropology offers courses leading to the degree of Bachelor of Arts. The Department of Anthropology provides a challenging curriculum in the sub-disciplines of cultural anthropology, biological anthropology, and archaeology that encourages field-based learning, data-oriented research, and a solid grounding in the theoretical constructs and ethics of the discipline. Students taking courses in Anthropology develop a multifaceted understanding of human diversity steeped in time, multicultural ethnographic comparisons, and the science of our physical form. This enriching perspective is not only well suited for subsequent graduate studies and professional careers in anthropology, but also for fostering an acceptance of others and negotiating the many facets of our modern global society.

NEIU Anthropology offers a variety of internship and field opportunities to highly motivated, advanced students, including internships at the Field Museum (zoological prep and curation; scientific illustration), Lincoln Park Zoo (ethology), Pan African Association (refugee assistance), and the Mitchell Museum of the American Indian (material culture). NEIU Anthropology conducts an archaeological field school in Belize and participates in a unique, research based study tour in Ghana in alternating summers (AFAM-303 Global Collaborations: Cross Cultural Research). We are also in the process of developing digital imaging and morphometrics facilities we will share with the Art Department. The resources, including a 3D printer, laser scanner, and a MicroScribe digitizing arm, will be available for faculty and student research. Contact your anthropology advisor to discuss these and other research and field opportunities.

If you are a first year student interested in learning more about Anthropology, consider taking one of our First Year Experience courses: ANTH-109b (FYE)Skeletons in Chicago Closets (for natural science General Education credit) or ANTH-109c (FYE)Skin of Chicago (for social/behavioral science General Education credit).

UNDERGRADUATE PROGRAMS
Major in Anthropology for the Bachelor of Arts Degree (38 cr. hrs)

Required Courses:
ANTH-200 Writing in Anthropology .....1 cr.
ANTH-212 Introduction to Cultural Anthropology.....3 cr.
ANTH-213 Introduction to Archaeology.....3 cr.
ANTH-215 Human Origins: Introduction to Biological Anthropology.....3 cr.
Two archaeology electives; at least one must be 300 level (archaeology courses have an "A" at the end of the course description) .....6 cr.

Two biological anthropology electives; at least one must be 300 level (biological anthropology courses have a "B" at the end of the course description) .....6 cr.
Two cultural anthropology electives; at least one must be 300 level (cultural anthropology courses have a "C" at the end of the course description) .....6 cr.
ANTH-355 History of Anthropology.....3 cr.
Two additional ANTH electives of the student's choice at the 300 level .....3 cr.
ANTH-290 Graduating Anthropology.....1 cr.
Please note that:

- ANTH-355 (WIP)History of Anthropology has the following prerequisites: ANTH 212, 213, 215, and ENGL 101, 102; it also requires ANTH 200 as a prerequisite or co-requisite
- only six individualized study or field hours may count towards the major, and these hours must be spread across two or more subdisciplines
- Individualized study and field hours are discussed in more detail below and include: ANTH-380, 3811-3, 3821-4, 3871-6, 3881-3, and 3891-6

TOTAL (minimum): 38 cr.

Senior Thesis in Anthropology
High achieving anthropology majors have the option of conducting a senior thesis (ANTH 390a and 390b) involving original research under the direction of an anthropology faculty member. Students interested in this option should consult with the intended faculty mentor prior to registering for ANTH 390a to develop a proposal that is to be vetted by all anthropology faculty. The anthropology senior thesis is typically a 2-semester project. In the first semester, student enrolls in ANTH 390a-Senior Thesis Research with faculty mentor to finalize the proposal and begin the research. Both student and mentor complete and sign the Anthropology Senior Thesis Contract. The work is continued in the 2nd semester when the student enrolls in ANTH 390b (with faculty mentor) to complete the thesis. Students are strongly urged to present their research at the NEIU Student Research and Creative Activities Symposium or a similar professional forum.

(optional)
ANTH-390a Senior Thesis Research.....2 cr.
ANTH-390b Senior Thesis Writing .....2 cr.

Minor in Anthropology (19 cr. hrs)
Required Courses:

ANTH-200 Writing in Anthropology .....1 cr.
ANTH-212 Introduction to Cultural Anthropology.....3 cr.
ANTH-213 Introduction to Archaeology .....3 cr.
ANTH-215 Human Origins: Introduction to Biological Anthropology.....3 cr.
Three 300-level anthropology courses of the student's choice. No more than 3 individualized study or field credit hours may apply. Individualized study and field credit hours are discussed below and include ANTH 380, 3811-3, 3821-4, 3871-6, 3881-3, and 3891-6 .....9 cr.

TOTAL 19 cr.

Individualized Study and Field Credit Hours in Anthropology:
The Department of Anthropology offers several options for individualized or field study in which the student works one-on-one with a faculty member to conduct a specific anthropological research or field project. These options include:

- ANTH-3811-3 Independent Study in Anthropology (1-3 cr.)

- ANTH-3821-4 Fieldwork in Anthropology (1-4 cr.)
- Three internships that match the student with a Museum or Zoo researcher:
    - ANTH-3871-6 Field Museum Internship (1-6 cr.)
    - ANTH-3881-3 Mitchell Museum Internship (1-3 cr.)
    - ANTH-3891-6 Lincoln Park Zoo Research (1-6 cr.)
- A thesis option in which the student completes an anthropology senior thesis:
    - ANTH 390a Senior Thesis Research (2 cr.)
    - ANTH 390b Senior Thesis Writing (2 cr.)

Each of these individualized learning opportunities are reserved for high-achieving, self-directed, mature students with a demonstrated commitment to conducting research and or fieldwork outside of the traditional classroom structure. Only those projects that are more intensive or more in-depth than found in a traditional class will be considered; a project that could be carried out as part of the requirements for a course is not appropriate for individualized study. Please see individual course descriptions for specific information. Students wishing to enroll in any of the individualized learning opportunities listed above must also satisfy the following requirements:

- Minimum GPA of 3.0/4.0;
- Declared major, or in exceptional cases, minor, in anthropology;
- Prior completion of a minimum of two ANTH courses in the subdisciplinary area (e.g., archaeology, biological anthropology, cultural anthropology) of the proposed project
- Completion of a written proposal of the project to be submitted to the faculty member in the semester before the project is to take place
- Completion of the Student Contract with faculty member willing to oversee the project
- Approval from outside researchers, as appropriate (e.g., ANTH 3821-4, 3871-6, 3881-3, and 3891-6)
- Each proposed project is also subject to departmental and college approval.

Transfer Students

Students transferring to NEIU who wish to major in anthropology must complete a minimum of 19 anthropology credit hours at NEIU including:

- at least one 300-level course in each subdiscipline (archaeology, biological anthropology, cultural anthropology)
- One additional 200-or 300-level ANTH elective of your choice. If you are not transferring History of Anthropology (ANTH 355), this course will take the place of the elective.

A syllabus is generally required for all anthropology courses being considered for transfer credit that are not covered by State articulation agreements. These courses must be reviewed by the Program Coordinator if they are to be counted toward the major or minor in Anthropology.

COURSE OFFERINGS

NOTE: Course descriptions ending in "(A)" indicate Archaeology courses; course descriptions ending in "(B)" indicate Biological Anthropology courses; and course descriptions ending in "(C)" indicate Cultural Anthropology courses.

ANTH-109B (FYE) Skeletons in Chicago Closets... (NS), 3 cr. Bones hold an enormous amount of information about individuals and populations. This exciting class will actively investigate what can be 'read' from bone in three areas of study: 1) forensic anthropology (reconstructing age, sex, 'race', trauma, etc., in modern human remains); 2) bioarchaeology (reconstructing health/disease, diet, demography, etc.,

of past human populations); and 3) phylogeny (using evidence of evolution in fossil bone to reconstruct lineages and relationships of different species). Class activities include hands-on labs, group discussions, and lectures by area researchers, Field Museum tour, and more. First year students only. This course counts for General Education credit in the Natural Sciences Area.

ANTH-109C (FYE) Skin of Chicago, 3 cr. We wear about 9 lbs of it everyday, but we take most of its functions, adaptations, uses, and subtle cultural signals for granted. For anthropologists, skin is a place where biology, comparative anatomy, culture, evolution, archeology, ritual, taboo, art, diversity, and race all come together. An understanding of human skin helps dispel judgments people make about others based on skin color. Using Chicago as a field laboratory, we will discover the wonders of skin, ever mindful of how we fit inside our own. First year students only; this course counts for General Education credit.

ANTH-200 Writing in Anthropology, 1 cr. This one credit hour course provides anthropology majors and minors with practical skills to support solid scholarship and success in their future 300 level classes in archaeology, biological anthropology, and cultural anthropology. Topics covered in this course include: library research; nature of academic sources; writing summaries and reviews; using quotes and paraphrasing; research paper organization and process; and presenting your work. This course also covers the issues academic integrity and preventing plagiarism, and basic professionalization for potential future internships, etc. This course must be taken within one semester after the ANTH major/minor is declared. Prereq.: declared major or minor in anthropology.

ANTH-212 Introduction to Cultural Anthropology, 3 cr. Cultural anthropology is the study of contemporary human social life. In this course, students learn about the discipline by reading its recent scholarship and experimenting with its research methods. The course addresses multiple, diverse domains of the human experience, including language and art, gender and sexuality, kinship and family, race and ethnicity, economics and politics, religion and health, globalization and migration. Students develop an appreciation for cultural diversity as they read the results of anthropological research conducted the world over and hone their analytical skills as they investigate the cultural worlds they engage with right here in Chicago.

ANTH-213 Introduction to Archaeology, 3 cr. Archaeology focuses on cultures of the past by uncovering and analyzing what they left behind. Students will explore the theories and methods archaeologists use to interpret, reconstruct, preserve, and ultimately learn from the past. This class will also highlight the use of archaeology to address important social, economic, and ideological questions including the origins of food production, of social inequality, and of civilization.

ANTH-215 Human Origins: Introduction to Biological Anthropology (SB), 3 cr. This multi-faceted, data-oriented course explores the biological diversity of humans and other primates in the past and present. Using fossil casts, hands-on activities, and the scientific method, students will analyze the evidence for more than six million years of human evolution. This course reviews the principles of genetics and inheritance and examines the evolutionary processes that contribute to modern human variation. Students will also explore the ecology and behavior of lemurs, monkeys, apes, and other primates and their significance for understanding our origins.

ANTH-221 Peoples of South America, 3 cr. Ethnographic survey of the contemporary peoples and cultures of South America. Selected Indian cultures, peasant communities, and urban societies are compared. (C)

ANTH-223 North American Indians, 3 cr. 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. (C)

ANTH-224 Contemporary African Culture, 3 cr. This course introduces students to the diversity of contemporary African cultural life as it has been addressed by cultural anthropologists. In Africa one can find unique cultural practices and ways of living, as well as evidence that Africa is very much integrated into global economic and cultural flows. In this course students learn about Africans' experiences, both the patterns and the particularities, and gain a greater appreciation for the roles that Africans and African

culture play in the world, including in the U.S. This course is cross-listed in the African and African American Studies Program (AFAM 224). (C)

ANTH-225 Peoples of Mexico, Central America, and the Caribbean, 3 cr. Ethnographic survey of the contemporary peoples and cultures of Mexico, Central America, and the Caribbean Islands. Emphasis is on Spanish and Indian language areas. In-depth examination of 4-6 cases. (C)

ANTH-238 Peoples of Central Asia, 3 cr. Survey of Turkic, Mongolian and Iranic peoples, including Siberia, Uzbekistan, India and Iran. Students study Silk Roads archaeology and history, music, cuisine, religions, and politics of contemporary Central Asian societies. Extensive use of artifacts, songs, maps, photos, and videos from the region illustrate this most fascinating part of the world. (C)

ANTH-240 Topics in Anthropology, 3 cr. Exploration and analysis of contemporary topics and anthropological films from an anthropological perspective. Consult the Schedule of Classes for specific topics.

ANTH-250 Latin American Archaeology, 3 cr. Interested in the roots of Latin American culture? This course provides an introduction to ancient indigenous civilizations that arose in three different geographic regions of Latin America: The Maya of Belize, Guatemala, Honduras, El Salvador, and Mexico; the Mexica or Aztec of the Central Mexican Highlands; and the Inka of the Andes Mountains of Peru, Bolivia, and Ecuador. The dramatic impact of Spanish contact and conquest on native populations will also be covered. This course is broadly comparative and relies heavily on visual media to convey the essence of prehistory and early history of Latin American civilization. (A)

ANTH-252 North American Archaeology, 3 cr. 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. (A)

ANTH-261 The Biology of Behavior, 3 cr. Why do we act the way we do? Are we at the mercy of our genes or does environment shape our behavior? This engaging course looks at the nature/nurture debate and will evaluate claims of the biological basis of behavior. Topics discussed include: communication and the origins of language, hormonal and genetic influences on behavior, sociobiology and the evolution of behavior, possible universals of human nature, and the use and misuse of biology to justify or condemn human behavior. Special emphasis on critical review of popular media claims of the biological basis of behavior. (B)

ANTH-290 Graduating Anthropology, 1 cr. This course focuses on the highlighting the relevance of a liberal arts degree in today's world and assists students in identifying the particular strengths of an anthropological perspective and career options for anthropology graduates. It also guides students in preparing resumes, cover letters, and graduate program statements of purpose in anticipation of post-graduation plans.

ANTH-302 Human Osteology, 4 cr. There are 206 bones in the adult human skeleton, and many more in that of a juvenile. Human skeletal analysis is a core focus of biological anthropology with applications in archaeology, anatomy/ medicine, paleontology, and forensics. This course represents an in-depth study of the human skeleton, focusing on bone growth, variation, and identification. Students will learn to identify and side each bone, its landmarks, and bone fragments in fetal, infant, juvenile and adult skeletons. Class will include a mix of lecture and concentrated work with the osteology teaching collection. Students will complete a comprehensive osteological evaluation of a human skeleton. (B) Prereq: ANTH 215.

ANTH-306 The Rise of Complex Societies: The Archaeology of State Formation and Urbanization, 3 cr. This course provides an in-depth, comparative exploration of the emergence of social hierarchy and centralized political formations in the Old and New Worlds. Students will become familiar with the political institutions, economic structures, and religious traditions of the world's earliest "civilizations" in the Americas, the Near East, and China while probing anthropological theories on the rise of cities and states. Students will develop an understanding of the varied factors which drove parallel or divergent forms of

social complexity and will partake in archaeological problem-solving involving both method and theory. (A) Prereq.: ANTH 213

ANTH-307 Anthropology of Gender, Sexuality, and the Body, 3 cr. The course introduces students to approaches to gender in cultural anthropology, focusing especially on the body as the site where these historically and culturally specific notions of difference and identity are realized. Course materials address a variety of gendered bodily experiences cross-culturally and investigate the ways they are implicated in notions of masculinity and femininity. Course topics include initiation practices and other means of attributing sex/gender identities; reproduction and fertility control; beauty and body image; health and illness; warfare and violence; and sexuality and sexual orientation. (C) Prereq.: ANTH 212.

ANTH-309 Egyptian Archaeology, 3 cr. The study of ancient Egyptian society and culture, traced from the late Predynastic 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. (A) Prereq.:ANTH 213

ANTH-310 Middle Eastern Archaeology, 3 cr. 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. (A) Prereq.: ANTH 213

ANTH-313 Witchcraft and Sorcery, 3 cr. 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. (C) Prereq.: ANTH 212.

ANTH-314 Anthropology of Religion, 3 cr. 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. (C) Prereq.: ANTH 212.

ANTH-315 Greek Archaeology: Bronze Age, 3 cr. 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. (A) Prereq.: ANTH 213

ANTH-316 Greek Archaeology: Classical Age, 3 cr. 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. (A) Prereq.: ANTH 213

ANTH-317 Medical Anthropology, 3 cr. This course presents cultural anthropological perspectives on the subjects of health, illness, and healing. Students are introduced to illness categories, healing practices, relationships between patients and healers, and notions of the body as they exist cross-culturally. Course materials will address health and healing as associated with biomedicine, religion, spirit possession, and a range of other cultural responses to human suffering and its resolution. (C) Prereq.: ANTH 212.

ANTH-319 Prehistory of Africa, 3 cr. Africa is the sole source of evidence for the origins of human culture. Many significant cultural developments and technological innovations occurred first in Africa. This course surveys the archaeological evidence for the origins of human behavioral patterns from the earliest hominids to the eve of European colonization of this diverse continent. Principal course themes include: the origins of human culture; the Early, Middle, and Late Stone Ages; the origins of food production and complex societies; the history of ancient kingdoms including internal growth and external influences; the impact of Islam and the European contact with Africa. This course is cross-listed in the African and African American Studies Program (AFAM 319). (A) Prereq.: ANTH 213 or ANTH 215.

ANTH-320 Religion in Africa, 3 cr. In numerous contexts throughout Africa and the African Diaspora there are cultural institutions that bring together healing, religious practices, spirit possession, and expressive culture (including music, dance, and costume) and direct them toward resolving the bodily and social misfortunes of participants. This course will investigate variations and continuities amongst a range of

examples of this cultural institution, including African independent Christian churches, Candomble, Santeria, Vodou, and the "cults of affliction" or "ngoma" of Africa, in order to understand the resilience and relevance of an institution by means of which participants both analyze and respond to the world around them. This course is cross-listed in the African and African American Studies Program (AFAM 320). (C)

ANTH-327 Dental Anthropology, 3 cr. This class will explore the evolution of mammalian teeth with a specific focus on primates. Students will first study the morphology, development, and functional adaptations of dentition. Special attention will be paid to the relationship between dentition and feeding ecology. The second portion of the class will primarily focus on the human dentition. Topics covered will include dental traits, the genetics of trait inheritance, geographic variability, and the application of dental anthropology in the bioarchaeological context. Throughout the semester students will be able to handle and study dental casts and will complete in-class labs on a variety of topics. (B) Prereq.: ANTH 215 with minimum grade of C.

ANTH-332 Human Growth and Development in Evolutionary Perspective, 3cr. Anthropologists study the dynamics of human growth and development from an evolutionary perspective. In this course, we will investigate the history of the study of human growth and the biological principles of growth. Students will examine the genetic and hormonal effects on human and other mammal growth patterns, and environmental factors that influence growth including nutrition, disease, socio-economic status, pollution, etc. Highlighting unique features of human growth in its various stages, we will also examine how anthropologists interpret variation in growth patterns among human populations and the possible adaptive significance of this variation. (B) Prereq.: ANTH 215.

ANTH-337A: Anthropology of Death, 3 cr. In death, the human body is transformed by the living into a powerful symbol. Treatment of the corpse is linked to ideas of death, the afterlife, and social boundaries. Studies of ancient burials reveal the nature of funerary practice and belief, as well as social organization. Human remains are often the result of rites of passage in which the deceased are separated from the living and transformed into ancestors and other beings. This course will focus on how anthropologists study funerary rituals and beliefs about death from a cross-cultural perspective, and will examine the meaning of human practices of death and burial. (A) Prereq.: ANTH 213 with minimum grade of C.

ANTH-339 Paleoanthropology: The Fossil Record of Human Evolution, 3 cr. The fossil record of human existence reaches back nearly 7 million years into the past and is the focus of the discipline of paleoanthropology. This exciting course examines the fossil evidence for human evolution and the biological processes that have shaped this most unique radiation. Using fossil casts and other resources, students will explore the nature of the fossil record and the fundamentals of paleoanthropological research. The course will also detail the nature of controversies and differing interpretations of the fossil evidence, as well as the proposed phylogenetic relationships of hominids. (B) Prereq.: ANTH 215.

ANTH-349E Environmental Archaeology, 3 cr. This course will provide an overview of how archaeologists study human-environment relationships. It will treat landscapes as dynamic products of natural processes, cultural activities, and social practices and expose students to the various techniques and methods by which archaeologists reconstruct ancient human-environment relationships, ranging from geomorphological to paleoecological methods. In addition to surveying techniques and methods useful to environmental archaeology, the course materials will include a series of empirical case studies detailing the anthropogenic landscape histories of several world regions. (A) Prereq.: ANTH 213 with grade of "C" or better.

ANTH-350 Proseminar in Anthropology, 3 cr. Advanced study and analysis of selected topics in subfields anthropology, such as: anthropology of food, and art and anthropology. Consult the Schedule of Classes for specific topics.

ANTH-352 Archaeological Lab Methods, 3 cr. In this course, students will be introduced to the laboratory methods that archaeologists use to assess soils, landform data, and artifacts uncovered from archaeological sites. Students will gain hands-on experience as they apply important principles and concepts used by archaeologists to clean, conserve, describe, analyze, and curate various types of artifacts, ecofacts, and other data. In addition, students will understand how field conditions, research interests, conservation concerns, and budget constraints influence the scope and scale of lab efforts in archaeology. (A) Prereq.: ANTH 213.

ANTH-355 WIP: History of Anthropology, 3 cr. Discussion-driven course focusing on the development of theoretical approaches to the understanding of human culture, behavior, and practice. Students will also learn how, with the passing of time, successive generations of anthropologists rejected, built upon, or modified the endeavors of their predecessors. Recent theoretical trends and the nature of anthropological writing will be examined. This course fulfills the Writing-Intensive requirement for the Anthropology major. Prereq.: ANTH-200 (can be taken concurrently with ANTH-355) ANTH-212, ANTH-213, ANTH-215, and ENGL-101 and ENGL-102 minimum grade of C.

ANTH-356 Human Variation, 3 cr. People look different from each other. Can we be classified into races or do we follow some other pattern of variation? This provocative course will examine the role of heredity and environment in determining the world distribution of human biological traits. Students will study the adaptive significance of skin/hair/eye color, facial features, blood groups, body proportions, resistance to disease, long and short-term climatic adaptations, and other features. This course will also address the history of race biology studies and the far-reaching social and political motivations and implications of these early works. (B) Prereq: ANTH 215.

ANTH-357 Shells, Pigs, and Gold: Anthropology and Economy, 3 cr. Is greed simply a part of human nature? Do all humans simply have endless wants and desires for material goods? More than a century ago anthropologists began questioning assumptions of classical Western economics, and began to show that societies have diverse values as people pursue wealth and the good life. The course design gives students insights into the variety of economic systems by tapping into ethnographic literature that has overturned mainstream economic wisdom. Take a look at economics from a fresh and intriguing micro-level perspective that incorporates many other aspects of cultural life, including marriage and ecology. (C)

ANTH-359 Museum Studies, 3 cr. This class will take the student on a tour of some of the world's most fascinating institutions, and teach the history and theory behind their development. The course will also focus on many of the activities that take place in museums that make them such a valuable asset to the scientific and educational communities. (C)

ANTH-364 Culinary Anthropology, 3 cr. Anthropologists and historians research behaviors, origins, and traditions of human association with a variety of foodstuffs and foodways. We do so all in an effort to answer the "when," "how," and "why" questions connected to particular foods and the contexts in which eating them became appropriate and sought after. In this course we explore eating, foodstuffs, and cookery from nutritional, artistic, sensual, political, socio-economic, and popular perspectives, among others. Students also explore Chicago's world cuisines by dining in and out in a variety of symposia, combining good eating and good thinking. (C) Prereq.: ANTH 212.

ANTH-365 Anthropology of Islam, 3 cr. Do all Muslims practice their faith in the same way? Is there really only one type of Muslim society? Based on consideration of major Islamic beliefs, the history of Islamic expansion and civilization, and the cultures of contemporary Muslim societies, the thesis of this course is that there are numerous cultural approaches to Islam. Students learn by reading within and outside of anthropology to better inform themselves of contemporary issues and understandings of the dynamism that characterizes Islamic cultures. (C)

ANTH-366 Mesoamerican Continuity and Change, 3 cr. Mesoamerican peoples of Mexico, Belize, Guatemala, Honduras, and El Salvador can claim a heritage that reaches into antiquity. This course examines the beliefs and practices of the cultures of Mesoamerica from the Prehispanic past into the 21st

century, including events that have eliminated, modified, or introduced new elements to Mesoamerican cultures and transformed their peoples. An element of this course includes how peoples originating from Mesoamerica may or may not maintain continuities after relocating to the United States. This course serves as an elective for the Mexican/Caribbean Studies minor. (A or C)

ANTH-368 Primate Biology and Adaptation, 3 cr. The primate lineage is over 50 million years old and exhibits some of the most striking anatomical adaptations found among mammals. This course will explore adaptations that distinguish primates from all other mammals and will specifically focus on how different primate species have adapted to diverse habitats all over the world, from dense tropical jungle to harsh mountainous regions. We will examine the current hypotheses of primate origins and explore details of diet and foraging, anti-predator strategies, locomotion and posture, reproduction, activity patterns, communication, and sexual selection primate in nonhuman primates. (B) Prereq.: ANTH 109b or ANTH 215 or ANTH 376

ANTH-371 Forensic Anthropology, 3 cr. Forensic anthropology is an applied branch of anthropology that uses the methodology of biological anthropology to evaluate human remains in a medico-legal context. Forensic anthropologists build biological profiles, determine the identity of the remains, and identify the circumstances surrounding death. Students will learn the latest methods of: 1) estimating age, sex, and ancestry; 2) evaluating trauma; 3) taphonomy and analysis of the postmortem interval; and 4) individuation, including facial reconstruction, forensic odontology, and fingerprint analysis. The course will also explore ethics and the role of forensic anthropology in mass/natural disasters and international human rights violations. ANTH 302 recommended. (B) Prereq: ANTH 215.

ANTH-373 Urban Anthropology, 3 cr. Urban anthropology is the holistic study of human beings in cities. This course addresses various aspects of the broad sweep of urbanization, from the ancient urban revolution of the present shift to a majority of people living in cities, focusing especially on the urban United States. We will engage with anthropological work that balances social theory with rich ethnographic portraits, opening debates on the meanings and values of urban life. We will examine race, gender, inequality, institutions, and case studies on immigration, gentrification and sustainability, and using Chicago as our laboratory, students will conduct and write ethnographies of their own. (C) Prereq: ANTH 212 with grade of "C" or better.

ANTH-374 The Maya, 3 cr. This is an exciting and in-depth exploration of ancient Maya society from its origins to Spanish contact. The course reviews chronologies, geography, and time periods used by Mayanists to help understand larger trends in Maya society. You will also evaluate issues and debates that currently exist within Maya studies. These include questions of economy, politics, social organization, religion, and ideology. Finally, the decipherment of the Maya script is examined. You will have the opportunity to critically examine a specific topic or problem and demonstrate your mastery of this topic during the semester. (A) Prereq.: ANTH-213 or ANTH-250.

ANTH-375 Anthropology of Globalization, 3 cr. The course will address social forces, practices, and experiences related to the ever-increasing transnational interconnectedness of societies across the world. Through readings from the anthropological literature on globalization and related issues, we will critically address the ways “globalization” is conceived and theorized by contemporary scholars; its effects on the construction of identity; the roles of commodities, consumer culture, and the media; and the ways in which the processes referred to as globalization both broaden and expand notions of “community” and “culture,” and present new varieties and intensities of difference, disjuncture, and marginalization. (C) Prereq.: ANTH 212

ANTH-376 Primate Behavior, 3 cr. From grooming behavior to prehensile tails, living nonhuman primates exhibit an intriguing array of behavioral and anatomical adaptations. Using bones, videos, scientific literature, and zoo trips, students will explore the behavioral diversity of nonhuman primates in an ecological context. A comprehensive appreciation of our closest relatives will follow from studies of diet and foraging behavior, locomotion, social structure, male and female mating strategies, rank and

dominance hierarchies, communication, intelligence, cognition, and primate survival and conservation. (B) Prereq: ANTH 215.

ANTH-378 Anthropology of Power, 3 cr. The study of politics concerns who gets what, why, and how in societies. Anthropologists study political systems by examining the varieties of human practices involving rules and laws, persuasion and coercion. This course surveys how politics have been studied by anthropologists for the past 130 years, from indigenous North Americans to Trobriand Islanders, and especially how anthropologists increasingly became political themselves as more and more peoples began living under the authority of modern nation states. (C)

ANTH-380 Archaeological Field School, 6 cr. Want to work on an archaeological site? In this intensive field course, students will explore field, lab, and survey techniques on an actual archaeological dig. Students will learn excavation techniques and protocol in the treatment and recovery of artifacts, ecofacts, features, and structures. Students will also develop skills in mapping and the use of various field technologies including GPS. Instruction will also include lab methods for processing, analyzing, and curating material remains. Location of Field School may vary year to year (A).

ANTH-3811-3 Independent Study in Anthropology, 1-3 cr. Academic credit for special research project student conducts with individual guidance from a faculty member. Projects that could be completed in an established course are not appropriate for Independent Study. Student must submit project proposal to the faculty member in the semester prior to the one in which project is to be conducted; see "Individualized Study" in anthropology program entry for more information. Students must have completed two courses in the anthropological subdiscipline of proposed topic prior to enrolling in Independent Study. Independent Study requires approval of instructor, department chair and college dean. (A, B, C) Prereq.: consent of instructor.

ANTH-3821-4 Fieldwork in Anthropology, 1-4 cr. Academic credit for ethnographic, primatological, archaeological, pale-ontological, forensic, applied, or other relevant and typically off-campus anthropological fieldwork opportunities arranged for by the student. Student enrolls with anthropology faculty member who guides and oversees work. Fieldwork in Anthropology credits are designed to help students improve research skills, apply principles learned in the classroom, take advantage of fieldwork opportunities, and explore career options. Students must have completed two courses in the anthropological subdiscipline of the proposed fieldwork prior to enrolling in Fieldwork in Anthropology. Fieldwork in Anthropology requires approval of instructor, department chair and college dean. (A, B, C) Prereq.: consent of instructor.

ANTH-3871-6 Field Museum Internship, 1-6 cr. Student assists Field Museum staff in specimen prep lab and/or with other curation management activities. Work can include specimen preparation, processing, and labeling, collections database management, resolving zoological taxonomic issues, and more. Students arrange for internship though the NEIU Anthropology Department. These internship hours require a significant commitment on the part of the student and are only open to highly motivated, responsible students. Arrangements are subject to consent of Field Museum staff. Approximate credit to field hour ratios from 1 cr., 50 field hours to 6 cr., 300 field hours. (A or B) Prereq.: ANTH 215 or ANTH-212 or ANTH-213.

ANTH-3881-3 Mitchell Museum Internship, 1-3 cr. Anthropology major commits to an internship at the Mitchell Museum of the American Indian in Evanston. Work experiences can include curation, education, inventory/object research, exhibit research and design, and other academic activities in support of the daily life of a small museum. Student must also complete a research project developed in conjunction with anthropology faculty member. Student must have completed two 300-level courses in cultural anthropology and/or archaeology prior to enrolling in Mitchell Museum Internship. This internship requires the approval of the instructor, department chair, college dean, and Museum director. Prereq.: consent of instructor.

ANTH-3891-6 Lincoln Park Zoo Research, 1-6 cr. Student works with Lincoln Park Zoo biologists on a zoo-sponsored research project on primate or other mammal species. Focus can include: development and implementation of research design, ethological data collection including behavioral observations, analysis, etc. Student arranges for project though NEIU Anthropology Department. These credit hours require a significant commitment on the part of the student and are only open to highly motivated, responsible students. Arrangements are subject to consent of Lincoln Park Zoo staff. Approximate credit to field hour ratios from 1 cr., 50 field hours to 6 cr., 300 field hours. (B) Prereq.: ANTH-376.
ANTH-390A Senior Thesis Research, 2 cr. High achieving anthropology majors may enrich their academic experience by conducting a senior thesis. Student enrolls in Senior Thesis Research hours for the first semester and works one-on one with faculty thesis advisor to develop project and outline steps and a timeline for completion. Grade earned will be based on the completed thesis proposal and other requirements as agreed to by student and thesis advisor. Other requirements may include obtaining necessary outside permissions, completion of literature review, data collection, etc. See anthropology program entry above for minimum GPA and additional requirements. Prereq.: Consent of faculty member.
ANTH-390B Senior Thesis Writing, 2 cr. Continuation of ANTH 390a. Student enrolls in Senior Thesis Writing for the 2nd semester of their thesis project in order to complete thesis. Student works one-on-one with faculty thesis advisor to continue work from previous semester and to outline timeline for completion. Grade earned will be based on the completed thesis. Final thesis product must follow departmental thesis format guidelines. Student is strongly encouraged to present their work at the annual NEIU Student Research/Creative Activities Symposium or similar venue. See "Senior Thesis Option" in anthropology program entry above for additional information. Prereq.: ANTH 390a and consent of faculty member.

ART

Mark McKernin, M.F.A., Professor, Chair
Kim Ambriz, M.F.A., Associate Professor
Nathan Mathews, M.F.A., Assistant Professor
Ana Nieves, Ph.D., Associate Professor
Vida Sacic, M.F.A., Assistant Professor
William Sieger, Ph.D., Associate Professor
Santiago Vaca, M.F.A., Assistant Professor
Jane Weintraub, M.F.A., Professor
Shencheng Xu, M.F.A., Associate Professor

The fundamental objective of the Art Department programs is to provide and promote a knowledge and understanding of the visual arts. The studio program gives students hands on exposure to a variety of skills, both analytic and technical, in order to help students express concepts visually. The art history program introduces students to numerous periods of art, cultural and historical events, visual means of expression and communication, and research methods. The art education program prepares student to teach the visual arts in a K-12 environment, upholding state and national performance standards. All of our programs prepare students to pursue graduate school, careers in the arts, teaching, and lifelong learning.

The Department offers three sequences leading to a Bachelor of Arts degree. Additional offerings include minors for Education majors and Liberal Arts students and advanced courses for undergraduate students, in-service teachers and post-graduate students. Students wishing to declare a major or minor should

contact the Art Department at 1.773.442.4910 and schedule an appointment with a departmental advisor. Transfer students should bring an evaluation of transfer credits to their first advisement session.

For the major: transfer students must complete a minimum of 15 credit hours of art courses at NEIU and meet all requirements for the major. For the minor: transfer students must complete a minimum of 9 credit hours of art courses at Northeastern and meet all requirements for the minor. 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 utilizes course titles and course descriptions taken from the catalog of the transfer school to assist in making decisions on the appropriateness of transfer credit.

General Education credit is allowed when courses provide a survey of introductory art material with breadth and appropriate concepts consistent with NEIU Art General Education courses. Students should also be aware of the University requirements for the Bachelor's degree. All students must complete a minimum of 24 semester hours at the 300 level and fulfill the university's general education requirements.

The special requirements of studio and lecture courses demand regular attendance. The department policy on attendance is aligned with the university attendance policy, more than 3 absences may affect your grade. Prerequisites are strictly enforced.

The art department assesses fees to support students in the production of art and to maintain a safe and healthy working environment. Additional information on individual course fees may be found at: http://www.neiu.edu/~art/fees

UNDERGRADUATE PROGRAMS
Bachelor of Arts Degree
Major in Studio Art
All undergraduate students majoring in art must complete 54 credit hours consisting of the following:

15-hour core requirements:

ART-106 Introduction to Art History I	3cr.
ART-107 Introduction to Art History II	3cr.
ART-120 Drawing I	3cr.
ART-130 Two-Dimensional Design	3cr.
ART-140 Three-Dimensional Design	3cr.
	Total 15 cr.

19-hours at the 200 level

ART-201 Contemporary Art	3 cr.
ART-220 Drawing II	3 cr.
ART-234 Color	3 cr.
ART-292 WIP: Professional Practices	1 cr.
Three of the following:	
ART-230 Introduction to Painting	3 cr.
ART-240 Introduction to Sculpture	3 cr.
ART-250 Introduction to Printmaking	3 cr.
ART-261 Introduction to Photography	3 cr.
ART-270 Introduction to Ceramics	3 cr.

ART-273 Introduction to Studio in Metals/Jewelry	3 cr.
ART-281 Introduction to Graphic Design	3 cr.
ART-282 Introduction to Computer Graphics	3 cr.
	Total 19 cr.

20-hours of the following:

Three 300 level courses in an area of concentration selected in consultation with an advisor	9 cr.
Two 300-level art history courses	6 cr.
ART-392A WIP: Professional Practices	1 cr.
ART-392B WIP: Professional Practices	1 cr.
One art elective	3 cr.
	Total 54 cr.

Major in Art History

All undergraduate students majoring in art history must complete 39 credit hours consisting of the following:

15-hour core requirements:

ART-106 Introduction to Art History I	3 cr.
ART-107 Introduction to Art History II	3 cr.
ART-120 Drawing I	3 cr.
ART-130 Two-Dimensional Design	3 cr.
ART-140 Three-Dimensional Design	3 cr.
	Total 15 cr.

3-hours at the 200 level

ART-202 WIP: Methods of Research in Art History	3 cr.
21-hours of 300 level art history courses:	
	Total 39 cr.

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.

Major in K-12 Art Education

All undergraduate students majoring in Art Education must be admitted to the College of Education. Students must complete 57 credit hours in art, specific general education requirements, and the College of Education professional K-12 requirements. ("Refer to the College of Education's section on Teacher Education for additional details.")

15-hour core requirements:

ART-106 Introduction to Art History I	3 cr.
ART-107 Introduction to Art History II	3 cr.
ART-120 Drawing I	3 cr.
ART-130 Two-Dimensional Design	3 cr.
ART-140 Three-Dimensional Design	3 cr.
	Total 15 cr.

25-hours at the 200 level

ART-201 Contemporary Art	3 cr.

ART-220 Drawing II	3 cr.
ART-234 Color	3 cr.
ART-292 WIP: Professional Practices	1 cr.
ART-230 Introduction to Painting	3 cr.
ART-240 Introduction to Sculpture	3 cr.
ART-250 Introduction to Printmaking	3 cr.
ART-261 Introduction to Photography	3 cr.
ART-270 Introduction to Ceramics	3 cr.
	Total 25 cr.

17-hours of the following:

Three courses in an area of concentration selected in consultation with an advisor	9 cr.
Two 300-level art history courses	6 cr.
ART-392A WIP: Professional Practices	1 cr.
ART-392B WIP: Professional Practices	1 cr.
	Total 17 cr.

28-hours of the following:

EDFN-305 Philosophical and Historical Foundations of Public Education	3 cr.
EDFN-306 Education and Individual Differences This course includes ten clock hours of clinical experience in an appropriate school.	3 cr.
EDFN-307 Psychology of Instruction and Learning This course includes 10 clock hours of clinical experience in an appropriate school.	3 cr.
READ-301 Teaching Reading in Junior and Senior High School	3 cr.
ELED-311 School Curriculum	3 cr.
SCED-303 Methods of Teaching in the Secondary School	3 cr.
SCED-304 Clinical Experiences in the Secondary School This course requires 100 clock hours of clinical experience with a cooperating teacher in the appropriate subject at a local secondary school. (See Clinical Experiences and Student Teaching section for application procedures)	1 cr.
SCED-305 Secondary Student Teaching and Seminar This course requires full-time experienced cooperating teacher in the appropriate subject at a local secondary school. (See Clinical Experiences and Student Teaching section for application procedures)	9 cr.
	Total 28 cr. .

Minor in Studio Art

Students are required to complete the following courses:

15-hour core requirements:

ART-106 Introduction to Art History I	3 cr.
ART-107 Introduction to Art History II	3 cr.
ART-120 Drawing I	3 cr.
ART-130 Two-Dimensional Design	3 cr.
ART-140 Three-Dimensional Design	3 cr.
	Total 15 cr.

6-studio hours, any two of the following:

ART-230 Introduction to Painting	3 cr.

ART-240 Introduction to Sculpture	3 cr.
ART-250 Introduction to Printmaking	3 cr.
ART-261 Introduction to Photography	3 cr.
ART-270 Introduction to Ceramics	3 cr.
ART-273 Introduction to Studio in Metals/Jewelry	3 cr.
ART-282 Computer Graphics	3 cr.
	Total 21 cr.

Students in the Early Childhood Education programs that have selected a studio minor must complete an additional 9 hours at the 300-level to meet graduation and certification requirements. Students in Elementary Education must complete 9 hours at the 300-level.

Minor in Art History

Students are required to complete the following courses:

ART-106 Introduction to Art History I	3 cr.
ART-107 Introduction to Art History II	3 cr.
Four courses at the 300-level in Art History, selected in consultation with an advisor	12 cr.
	Total 18 cr.

COURSE OFFERINGS

ART-101 Art in Society, 3 cr. 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 I, 3 cr. A survey of the visual arts from ancient to medieval times, emphasizing the major styles in their historical contexts. Introduces the basic qualities of each medium, the descriptive and critical vocabulary of art history, and the concepts of style, subject matter, and content in the visual arts. Topics include the patronage of, and audience for, art; the changing social status of the artist; and the social, political, and religious functions of art and architecture. Slide lectures and museum assignments.

ART-107 Introduction to Art History II, 3 cr. A survey of the visual arts from renaissance to modern times, emphasizing the major styles in their historical contexts. Introduces the basic qualities of each medium, the descriptive and critical vocabulary of art history, and the concepts of style, subject matter, and content in the visual arts. Topics include the patronage of, and audience for, art; the changing social status of the artist; and the social, political, and religious functions of art and architecture. Slide lectures and museum assignments.

ART-120 Drawing I, 3 cr. 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, 3 cr. 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, 3 cr. 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-170A Studio Experiences: Photography, 3 cr. Problem solving approach in studio experiences with lecture and discussion. This course does not count towards major or minor requirements in Art.

ART-170B Studio Experiences: Painting, 3 cr. Problem solving approach in studio experiences with lecture and discussion. This course does not count towards major or minor requirements in Art.

ART-170C Studio Experiences: Sculpture, 3 cr. Problem solving approach in studio experiences with lecture and discussion. This course does not count towards major or minor requirements in Art.
ART-170D Studio Experiences: Metalworking and Jewelry, 3 cr. Problem solving approach in studio experiences with lecture and discussion. This course does not count towards major or minor requirements in Art.
ART-170E Studio Experiences: Printmaking, 3 cr. Problem solving approach in studio experiences with lecture and discussion. This course does not count towards major or minor requirements in Art.
ART-170F Studio Experiences, Ceramics, 3 cr. Problem solving approach in studio experiences with lecture and discussion. This course does not count towards major or minor requirements in Art.
ART-170G Studio Experiences: Drawing, 3 cr. Problem solving approach in studio experiences with lecture and discussion. This course does not count towards major or minor requirements in Art.
ART-201 Contemporary Art, 3 cr. Study of painting and sculpture of the last ten years; gallery and museum visits; readings in contemporary art publications; slide lectures.
ART-202 WIP: Methods of Research in Art History, 3 cr. 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, 3 cr. 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. Prereq.: ART-120.
ART-230 Introduction to Painting, 3 cr. Studio examination of the technical development of visual communication by means of design, symbol, and image; exploration of painting media. Prereq.: ART-130 or consent of instructor.
ART-231 Painting Techniques and Processes I: General Aqueous Media, 3 cr. Studio problems emphasizing individual exploration of aqueous media such as transparent watercolor, gouache, casein, tempera. Prereq.: ART-230 or consent of instructor.
ART-232 Painting Techniques and Processes II: General Non-Aqueous Media, 3 cr. Studio problems emphasizing exploration of non-aqueous media such as oil painting, en-caustic, lacquers. Prereq.: ART-230 or consent of instructor.
ART-234 Color, 3 cr. Investigation of color phenomena through lecture and studio problems. Prereq.: ART-130.
ART-240 Introduction to Sculpture, 3 cr. Traditional and contemporary sculpture concepts; introductory studio experience in modeling and casting, carving, and construction techniques. Prereq.: ART-140 or consent of instructor.
ART-241 Sculpture I: Figure Modeling and Casting, 3 cr. Studio problems with a focus on the human figure; exploration of casting materials and techniques by means of clay and plaster modelling; mold-making; and plastics casting. Prereq.: ART-240 or consent of instructor.
ART-242 Sculpture II: Carving, 3 cr. Studio problems involving traditional and contemporary carving techniques using wood and stone. Prereq.: ART-240 or consent of instructor.
ART-243 Sculpture III: Wood and Metal Shop, 3 cr. Studio problems involving areas of the students' choice: woodworking; metal welding and brazing; plastic fabrication; using hand and power tools. Prereq.: ART-240 or consent of instructor.
ART-250 Introduction to Printmaking, 3 cr. Introduction to major printmaking techniques including studio projects in intaglio, relief, stencil, and planographic processes. Prereq.: ART-120 or consent of instructor.
ART-256 Letterpress, 3 cr. Introduction to letterpress printing techniques including discussion of typographic rules using wood and metal type and image making using contemporary photopolymer plate making techniques. Prereq.: Art Department/Graphic Design, ART 284 Typography, or consent of instructor
ART-261 Introduction to Photography, 3 cr. 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, 3 cr. 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. Prereq.: ART-261 or a portfolio of photographic work that demonstrates equivalent proficiency.
ART-270 Introduction to Ceramics, 3 cr. History of ceramics; sequential studio problems in hand building methods, surface treatment, and glazing of ceramics.
ART-271 Ceramics II, 3 cr. Introduction to the chemistry of clay bodies and glazes; sequential studio problems in using the wheel in building with clay. Prereq.: ART-270.
ART-273 Introduction to Studio in Metals/Jewelry, 3 cr. Introduction to techniques and concepts of graphic design and visual communications. Lectures and studio time will be used to analyze and practice applied creative activity of design, image-making, typography and layout, as well as its historical and contemporary social aspects. Prereq.: ART-130
ART-281 Introduction to Graphic Design, 3 cr. Introduction to techniques and concepts of visual communications/ commercial art; historical and contemporary social aspects; typography, layout, display, image-making; lectures, seminars, and workshop. Prereq.: ART-130 or consent of instructor.
ART-282 Introduction to Computer Graphics, 3 cr. Introductory experience of computer graphic applications and an overview of the field. Computer hardware, software and peripheral devices will be utilized in the creation and manipulation of images and animation Prereq.: ART-130.
ART-283 Rendering Techniques in Advertising Art, 3 cr. 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. Prereq.: ART-130.
ART-284 Keyline/Pasteup, 3 cr. Basic course in the techniques needed for the production of camera-ready materials ranging from two-dimensional designs to packaging.
ART-289 Graphic Design (Survey), 3 cr. This course chronicles the development of visual communication methods from prehistoric times to late 20th century. Emphasis will be placed on the period from the mid-19th century to late 20th century developments in the field of graphic design. The course is structured as a lecture and discussion class. The class will take a contemporary approach to the subject, drawing parallels between the historical movements and the way that things look in design today. Topics will involve a critical approach to the subject matter.
ART-292 WIP: Professional Practices, 1 cr. This course introduces art students to general business practices required in the fine and applied arts. The course will provide basic portfolio development including exhibition design and installation skills, marketing strategies, exhibition opportunities, the Chicago job market, and professional arts organizations. Art majors must successfully complete ART 292, 392A, and 392B in order to fulfill the Writing Intensive graduation requirement. Prereq.: ENGL-101 minimum grade of C, Sophomore standing
ART-294 WIP: Professional Practices in Graphic Design 1, 1 cr. Professional Practices is three-part series of one-credit courses that are to be taken in sequence. This course will introduce students to general business practices that are prevalent in the graphic design field. Topics to be covered are professional portfolio presentation skills, freelance business skills, marketing strategies, joining professional organizations, online portfolio development, writing job application materials and understanding the Chicago job market. This course is required for all graphic design majors and fulfills the university writing intensive requirement within the major. Prereq.: Art Department/ Graphic Design, ART 281 Introduction to Graphic Design, minimum grade of C.
ART-305 Art and Architecture of the Ancient Americas, 3 cr. This course introduces students to the art and architecture of Pre-Columbian civilizations of South America and Mesoamerica, and the native arts of North America. We will discuss the art of the the Chavin, Moche, Nasca, and Inka civilizations of South America, the Olmec, Teotihuacan, Maya, and Aztec of Mesoamerica, and various art forms from the Southwest, East, and Northwest Coast regions of United States. The course focuses on the styles and

iconography of these civilizations and takes an interdisciplinary approach to examine the function and symbolism of the works.

ART-306 Andean Art and Architecture, 3 cr. This course is an introduction to the art of the ancient civilizations that inhabited the Andean region (primarily Peru, Ecuador, and Bolivia). Since these cultures did not develop a written language, information about their worldview and religious practices comes from their art and the archaeological record. The course focuses on the styles and iconography of these civilizations and takes an interdisciplinary approach to examine the function and symbolism of the works.

ART-307 Art of Latin America, 3 cr. This course covers the art of Latin America from the period of Independence to the present. The focus will be primarily on the arts of Mexico and South America, although some time will be dedicated to movements in Cuba and Haiti as well. Topics include: Romanticism in Latin America, Modernismo, Mexican Muralism, Indigenismo, Constructivism, Surrealism, Concrete and Neo-Concrete Art, Geometric art, Optical and Kinetic art, Conceptual and Political Art, and contemporary issues.

ART-308 African and Oceanic Art, 3 cr. This course focuses on the arts of Africa and Oceania. Lectures discuss representative works in painting, sculpture, architecture, body art and rock art from these areas as well as the cultural and historical context in which they were created.

ART-309 Asian Art, 3 cr. This course focuses on the arts of India, China and Japan. Lectures discuss representative works in painting, sculpture, architecture, calligraphy and decorative arts from each of these areas as well as the cultural and historical context in which they were created.

ART-311 Medieval Arts of the West, 3 cr. 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, 3 cr. 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, 3 cr. 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-316 Seventeenth and Eighteenth Century Art, 3 cr. 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-318 Nineteenth Century European Art, 3 cr. Survey of European painting and sculpture from the late 18th 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 20th 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, 3 cr. Interpretive drawing experiences directed to individual growth and personal style. Use of live models, other supportive materials, and a variety of media. Prereq.: ART-220 or consent of instructor.

ART-330 Studio in Advanced Painting, 3 cr. Studio problems emphasizing personal development and expression in an area of the student's choice. Prereq.: ART-231 or consent of instructor.

ART-340 Studio in Advanced Sculpture, 3 cr. Studio problems emphasizing personal development and expression in an area of the student's choice. Prereq.: ART-241 or consent of instructor.

ART-350 Studio in Advanced Printmaking, 3 cr. 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. Prereq.: ART-250 or consent of instructor.
ART-362 Studio in Advanced Photography, 3 cr. 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. Prereq.: ART-262 or a portfolio of works demonstrating comparable proficiency.
ART-370 Studio in Advanced Ceramics, 3 cr. Investigation of various advanced ceramic processes, techniques, and critical analysis of historical and contemporary work. Prereq.: ART-271 or consent of instructor.
ART-373 Studio in Metals, 3 cr. Intermediate and advanced processes used in metalsmithing and jewelry such as casting, stone setting, forging, forming and finishing. Prereq.: ART-273 or consent of instructor.
ART-381 Studio in Graphic Design, 3 cr. Principles involved in the thought process, creation and production of a design project. Lecture and discussion. Suggested readings supplement the class experience. Prereq.: ART-281 and ART-284.
ART-382 Advanced Computer Graphics, 3 cr. Principles related to the creation of imagery in various areas of computer graphics will be reviewed. Topics of study include advanced image creation and manipulation, 2-D and 3-D animation, 3-D modeling and contemporary uses of computer graphics in technology. Prereq.: ART-282.
ART-384 Internship in Commercial Art and Design, 3 cr. On-site experience in an industrial shop or commercial agency observing and participating in the everyday activities and projects. Prereq.: ART-281, ART-284 and junior standing.
ART-385 Web Design, 3 cr. Studio course emphasizing the techniques, processes, and tools required to create interactive web sites using current authoring technologies. Students will be introduced to contemporary authoring and management tools.
ART-386 Multimedia Design, 3 cr. This is a multi-disciplinary course that explores the uses of multimedia applications. Students will be exposed to conceptual and practical components of multimedia authoring and develop interactive materials using authoring, image, sound and video editing software.
ART-387 Special Topics in Graphic Design, 3cr. This course offers an opportunity for the advanced study in the field of graphic design, focusing on one particular area within the broad spectrum of design practice. The topics examined in the class will rotate to cover a different area of focus each semester. The course is structured as a lecture and studio class offering an opportunity for in-depth analysis and practice. Some of the topics covered will include editorial design, branding and identity design, interactive design, art direction for advertising etc.
ART-388 Typography, 3 cr. Typography II focuses on advanced study of typographic form, as well as experimental approaches to typographic practice. In addition to advanced typesetting studies of multiple-page documents, students will work on customizing display typefaces, using non-traditional methods to generate unique typographic elements and exploring alternative methods for making meaning through the intersection of language and typography. Prereq.: Art Department/ Graphic Design, ART 284 Typography, minimum grade of C.
ART-389 Print Production, 3 cr. This course will provide the information and techniques necessary to prepare graphics and text for professional printing. Projects will address pre-press procedures such as specifying output requirements, obtaining cost estimates, determining paper selection and performing press checks. Lecture topics cover techniques and terminology necessary for traditional and digital printing. Students will practice creating and preparing digital files for high resolution output and offset printing. The class will visit local companies involved in print production. Prereq. : Art Department/Graphic Design, ART 388 Typography, or consent of instructor.

ART-390 Independent Study in Visual Art, 3 cr. Individual investigation into a topic of the student's choice. Independent Studies require the approval of the instructor, department chair and the College Dean. Prereq.: senior standing or consent of advisor.
ART-392 A/B WIP: Professional Practices, 1 cr. This course continues to expose art students to general business practices required in the fine and applied arts. The course will provide online portfolio development, an introduction to critique styles, and continued exposure to career opportunities. The development of online galleries, presentation styles, and writing exhibition reviews will be covered during the semester. Art majors must successfully complete ART 292, 392A, and 392B in order to fulfill the Writing Intensive graduation requirement. Prereq. for 392A: ART-292. Prereq. for 392B: ART-392A.
Art-394A WIP: Professional Practices in Graphic Design 2, 1 cr. Professional Practices is three-part series of one-credit courses that are to be taken in sequence. This course will introduce students to general business practices that are prevalent in the graphic design field. Topics to be covered are professional portfolio presentation skills, freelance business skills, marketing strategies, joining professional organizations, online portfolio development, writing job application materials and understanding the Chicago job market. This course is required for all graphic design majors and fulfills the university writing intensive requirement within the major. Prereq. : Art Department/Graphic Design, ART 294 Professional Practices in Graphic Design 1, minimum grade C.
Art-394B WIP – Professional Practices in Graphic Design 3, 1 cr. Professional Practices is three-part series of one-credit courses that are to be taken in sequence. This course will introduce students to general business practices that are prevalent in the graphic design field. Topics to be covered are professional portfolio presentation skills, freelance business skills, marketing strategies, joining professional organizations, online portfolio development, writing job application materials and understanding the Chicago job market. This course is required for all graphic design majors and fulfills the university writing intensive requirement within the major. Prereq. : Art Department/Graphic Design, ART 394A Professional Practices in Graphic Design 2, minimum grade C.
Art-394C Senior Exhibition, 2 cr. All students pursuing a BFA degree in Graphic Design are required to participate in a senior exhibition, under the guidance of a graphic design faculty mentor. Students are free to select their mentor, however the department recommends that this be someone that the student has worked with in the past. Students are responsible for creating exhibition level projects in cooperation with their faculty mentors in order to receive a passing grade. The final projects should have a specific, well-conceived theme, direction and intent and demonstrate the formal skills learned during the pursuit of a BFA in Graphic Design. Prereq. : Art Department/Graphic Design, ART 387 Special Topics in Graphic Design, or consent of instructor.

ASIAN STUDIES

Andrew Eisenberg, Ph.D., Professor of History, Program Coordinator

UNDERGRADUATE PROGRAM
Minor in Asian Studies (18 cr. 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

John M. Kasmer, Ph.D., Associate Professor, Chair
Elyse Bolterstein, Ph.D., Assistant Professor
Pamela Geddes, Ph.D., Assistant Professor
Mary Kimble, Ph.D., Professor
Shubhangee Mungre, Ph.D., Professor
Joel Olfelt, Ph.D., Professor
Sarah Orlofske, Ph.D., Assistant Professor
Emily Rumschlag-Booms, Ph.D., Assistant Professor
Aaron Schirmer, Ph.D., Assistant Professor
Jennifer Slate, Ph.D., Professor
Michael Stern, Ph.D., Professor
Emina Stojković, Ph.D., Associate Professor
John N. Thomas, Ph.D., Associate Professor
Cindy Voisine, Ph.D., Assistant Professor

The Department of Biology currently offers courses of study leading to the degrees of Bachelor of Science and Master of Science. The broadly-based requirements of the major are designed to prepare students for: (1) advanced studies in biology, biomedical sciences, environmental biology, ecology and applied ecology; (2) professional training in medicine, dentistry, optometry, chiropractic, pharmacy, veterinary medicine and other health professions; (3) teaching of biology in secondary schools; or (4) career opportunities in research, biomedical sciences, agriculture, industry, government, and academic institutions. The graduate program leading to the Master of Science degree is also flexible, and can meet the needs of: (1) students seeking additional training and/ or research experience in order to obtain employment that requires post-baccalaureate training, (2) current high-school teachers and other professionals who seek advancement in their careers or who want to stay current in the field, and (3) students interested in completing an M.S. before going on to a doctoral program.

Students interested in completing a major in biology are strongly urged to declare the major early and seek advisement from a departmental advisor.

It is particularly important to note that students who complete the major in Biology are exempted from having to take any courses in the Natural Sciences distribution area of the General Education Program.

In addition, students should be aware that a maximum of 18 credit hours of biology courses can be accepted toward the Biology Major in transfer credits, and a maximum of 9 credit hours of transfer credits can be accepted toward the Biology Minor. In order for introductory biology courses taken at another institution to be accepted in place of BIO-201 or BIO-202, they must be specifically designated as being courses for Biology majors. Students seeking to transfer courses from other institutions should have their coursework evaluated by an advisor in Biology at the time they declare the major or minor.

NOTE – Beginning in the Fall semester of 2007:
In order to register for BIO-150/BIO-201 **(or any other course that counts toward the Major or Minor),**

students must have earned the following scores on placement tests, or have completed equivalent coursework with a grade of C or better:

- a score of 5 on the Reading Placement Test (or READ116) or ACT Reading score of 20 or above;
- a score of 7 on the Writing Placement test (or ELP099 or ESL-120); and
- a score of 30 on the Math Placement Test (or MATH092) or ACT Math score of 22 or above.

Although not required by the Major in Biology, students are encouraged to take English Composition I (ENGL-101), English Composition II (ENGL-102) and General Chemistry (CHEM-211) as early as possible in their academic careers, as successful completion of these courses will help students with the writing components in many of the courses offered by the Department of Biology. Likewise, completing Calculus I (MATH-187) or Applied and Computational Statistics (MATH-275) early on will help students with the quantitative aspects of many Biology courses, as well as satisfy the pre-requisite requirement for the Physics courses that are required by the major.

UNDERGRADUATE PROGRAM
Major in Biology for the Bachelor of Science Degree
(68-71 credit hours total: 43-46 credits in Biology + 25 credits in cognate areas)

The major requires a set of six required Biology courses (including a cornerstone course, BIO-150), five elective courses in Biology, a capstone course in Biology, and a set of cognate courses in Chemistry, Mathematics and Physics. As such, the curriculum provides broad training in the sciences, allows for students to take a sequence of courses that fit their particular interests within Biology and allows students to prepare themselves for specific careers in Biology.

Students who are seeking to be licensed to teach Biology in secondary schools should consult with both an advisor in Biology and an advisor in the College of Education.

Students interested in pursuing graduate studies are strongly encouraged to take one year each of organic chemistry and calculus, and a course in statistics.

Students who are planning to pursue professional training in medicine, dentistry, pharmacy and other health professions should contact the professional schools to which they intend to apply in order to determine their specific program requirements. Students should also consult regularly with an advisor in Biology to ensure that they take an appropriate set of elective courses. Finally, these students can receive guidance on recommended courses, graduate-school test preparation and the application process from the Coordinator of Student Services in the Office of the Dean of the College of Arts and Sciences as well as the Student Center for Science Engagement.

Required Biology Courses:
<u>The following six core courses are required of all majors.</u> (Note that BIO-150 must be taken concurrently with BIO201 or, for transfer students, in their first semester at NEIU.)

BIO-150 Essential Skills for Biologists .....2 cr.
BIO-201 General Biology I.....4 cr.
BIO-202 General Biology II.....4 cr.
BIO-301 Cell Biology.....4 cr.
BIO-303 General Genetics .....4 cr.
BIO-305 WIP General Ecology.....4 cr.

Five elective courses must also be taken. At least three courses must have a lab component. Four of these must be Biology courses, one of which must focus on plants and one must focus on animals. The fifth course may be in Biology, or can be a course from another department, as long as it has been approved by the Biology Department to count as an elective. Students should check with the Biology Department Office or their advisor for a list of approved courses. 18-20 cr.

One capstone course must also be taken after a student has made substantial progress toward completing the major requirements. The capstone requirement can be satisfied by taking BIO-390 (Biology Senior Seminar) OR BIO-391 (Internship in Biology) OR BIO-392 and 393 (Independent Research), OR BIO394 (Seminar in Teaching of Biology). Students should check the catalog or their advisor to determine the pre-requisites for each of these options.....3-4 cr.

Required Cognate Courses:
CHEM-211 General Chemistry I .....5 cr.
CHEM-212 General Chemistry II.....4 cr.
CHEM-231 Organic Chemistry I..... ..4 cr.
MATH-187 Calculus I or MATH-275 Applied and Computational Statistics .....4 cr.
and
Two semesters of Physics, either algebra-based (PHYS-201 and 202) or calculus-based (PHYS-206 and 207), with labs (PHYS-203 and 204) .....8 cr.

Students are encouraged to begin taking these cognate courses as early as possible. Additional cognate courses may be recommended by the student's advisor in relation to the student's goals.

Requirements for Secondary Education Licensure:
In completing the Major in Biology, students seeking license to teach biology must earn 8 semester hours in botany including 5 semester hours in laboratory work, 8 semester hours in zoology including 5 semester hours in laboratory work, and 8 semester hours in physiology including 5 semester hours in laboratory work. Students who major in Biology and Secondary Education should consult with both an advisor in Biology and an advisor in the College of Education.

MINOR IN BIOLOGY (21-22 credit hours)
Students who are interested in gaining a deeper understanding of a few disciplines within Biology are encouraged to minor in Biology. In addition, students who are interested in pursuing a career in the health professions, but who do not want to major in Biology will benefit by choosing Biology as a minor.

A maximum of 9 cr. toward the Minor in Biology will be accepted in transfer credits and at least 9 cr. toward the Minor must be completed at NEIU. Note that students in the Early Education and Early Childhood Education programs who select this minor must complete a minimum of 9 hours of coursework at the 300-level in order to meet graduation and licensure requirements. Dr. Joel Olfelt is the advisor for Biology Minors.

Required courses for the Biology Minor:
BIO-150 Essential Skills for Biologists .....2 cr.
BIO-201 General Biology I .....4 cr.
BIO-202 General Biology II.....4 cr.
Three elective courses in Biology must also be taken, at least
two of which must have a laboratory component.....11-12 cr.

GRADUATE PROGRAM

Master of Science in Biology

The Master of Science in Biology program serves those interested in advanced training in applied or basic biological research and teaching. The program also provides a basis for further graduate or professional studies. The M.S. in Biology is broadly based, allowing students to tailor their courses to suit their interests. Laboratory skills are integral to many Biology careers, thus students are encouraged to include lab courses in their program of study. Faculty in the M.S. in Biology program have expertise in a range of sub-disciplines including ecology, organismal, cell, and molecular biology. All newly admitted students matriculate in the Fall semester.

Program Goals :

Upon completion of the M.S. in Biology program students will have:

1. a strong understanding of disciplines across the breadth of Biology and a deep understanding of select Biology sub-disciplines.
2. developed the knowledge base necessary to critically evaluate research methods, data, and results, either produced by them or published in the primary literature.
3. developed strong written and oral presentation skills.
4. developed the analytical skills necessary to synthesize information in an area of research based on existing and new data.
5. developed strong research design and laboratory/field research skills.

Graduates completing the Non-Thesis or Library Thesis options for the M.S. in Biology will meet goals 1-4. Graduates completing the Research Thesis option will meet all 5 goals.

Admission Requirements:

Note: Although applications for admission to the M.S. in Biology program are accepted throughout the year, all new students will start coursework (matriculate) in the Fall semester and are required to take BIO 405-Biological Literature during their first semester in the program. The application deadline for admission in the upcoming academic year is June 15.

Application forms for admission to the program may be obtained from, and must be submitted to, the College of Graduate Studies and Research (CGSR) Admissions Office. All students must fulfill the general requirements for admission to the CGSR. In addition, all students must meet the following requirements for admission to the M.S. in Biology program:

1. A Bachelor's degree in Biology or the course equivalent. The undergraduate course work must include both the Biology and related science courses (Chemistry, Physics and Math) that are standard components of the Biology major: two semesters each of General Biology, General Chemistry and Physics, and one semester each of Cell Biology, Ecology, Genetics, Organic Chemistry and Precalculus Mathematics or Statistics. General Education courses cannot be used to satisfy the Biology or cognate area requirements. Note: Undergraduate students who have not yet completed the Bachelor's degree are welcome to apply. Acceptance will be contingent on completion of the undergraduate degree and submission of official transcripts to the College of Graduate Studies and Research indicating that the degree was conferred.
2. An overall undergraduate GPA of 2.75, with a GPA of 3.0 in the undergraduate biology courses, is required for full admission to the program.
3. A typed, 1-2 page statement of Goals and Objectives. This statement must be written by the applicant to demonstrate their writing skills. It should specify as clearly as possible the applicant's academic and professional goals and the reasons for selecting the Biology M.S. program.

4. Two letters of recommendation from academic references (such as former or current professors) or work-related supervisors who are able to assess the applicant's potential for advanced graduate study.
5. GRE (Graduate Record Examination) scores are not required for admission, but they may be submitted to supplement an application.

Provisional Admission may be granted in exceptional circumstances. For more information, please refer to the section of the university catalog for the College of Graduate Studies & Research. Decisions regarding provisional admission are made on a case-by-case basis.

Degree Requirements

The M.S. in Biology allows students to tailor their program of study to meet their individual needs. Students may attend full-time or part-time and have up to 6 years to finish the M.S. degree requirements. Graduate courses are offered during the late afternoon and evening hours. Courses that are lecture only meet one evening per week and courses that include a laboratory/field component meet two evenings per week (Fall & Spring semesters). For summer classes the meeting times are similar but the number of meetings per week may increase. All graduate students are required to take BIO 405-Biological Literature and at least one course that includes a laboratory or field component. For students pursuing the Research Thesis Option, the research thesis fulfills the latter requirement.

Each student in the M.S. in Biology program will be required to assemble a portfolio of work that they complete during their tenure in the program. The portfolios will serve to:

a. document the progress of each student toward the degree, and the skills and knowledge base that they have achieved by the end of their tenure.
b. provide students with materials that will help them reach their professional goals.
c. provide the department with information that will allow us to assess the effectiveness of the program at achieving the goals and learning outcomes that we have established for the graduate curriculum.

Portfolios will be assembled on an ongoing basis, and will include examples of scholarly work from courses completed by the student in the NEIU graduate program and work produced specifically for the portfolio. Work produced specifically for the portfolio will be produced independently and will be for the purpose of achieving candidacy in the program (see below) or for being awarded the M.S. degree at the end of a student's tenure.

Specific requirements for the portfolio will be provided by
the department, but all portfolios will include:

i. Personal statements, reports of academic progress and/or self-assessments written at different stages of completion of the degree requirements.
ii. Curriculum vitae or resumés written at several stages of degree completion.
iii. Representative samples from student's coursework (e.g., annotated bibliographies, summary/critiques of papers from the primary literature, poster presentations, supporting documentation for oral presentations, research proposals, review papers or research papers, and other examples of critical or synthetic writing).

For students who choose to complete the Research Thesis or Library Thesis Option, the portfolio will include (in addition to the items in categories a, b, and c above) their approved thesis proposal and a copy of the final thesis manuscript.

iv. Literature-based writing assignments in which students demonstrate their ability to read, interpret, and synthesize information at a level expected of a graduate student in biology.
v. Short pieces of writing that demonstrates a student's ability to communicate their skills or expertise to both professional and lay audiences.

Candidacy in the Biology Program

Students need to apply for candidacy within the Biology program after they have completed at least 12 and no more than 18 credit hours of course work, including BIO 405-Biological Literature. Candidacy also requires a GPA in courses that count towards the M.S. in Biology degree of at least 3.0. Students admitted on a provisional basis must satisfy all prerequisite deficiencies before they can receive candidacy. Evaluation of the portfolio will be included in decisions regarding advancement to candidacy. Students must satisfy their candidacy requirements and be declared candidates for the degree before they can register for either Library or Research Thesis credits. Candidacy application forms can be obtained through the Graduate Advisor or the Biology Department Office.

Degree Tracks

Research Thesis Option

This option is recommended for individuals who are interested in a career in biological research, are working in applied fields of Biology or are interested in further graduate or professional studies. Students interested in this option should arrange appointments with faculty in their area of interest and the graduate program advisor early in their program, to discuss potential thesis topics. Students completing the Research Thesis option will meet all 5 program goals listed above.

Students pursuing the Research Thesis Option must complete a minimum of 33 credit hours of graduate course work, including BIO 405-Biological Literature (3 cr) and BIO 499x-Research Thesis (6 cr. total). Up to two (2) credits of Independent Investigations (BIO 482x) can replace an equal number of the BIO 499x credits. Students must have advanced to candidacy (see below), identified a thesis advisor, and formed a thesis committee before they can submit the research proposal. The research proposal must be approved by the Biology Department before the student can register for Research Thesis credits. Exit requirement for the Research Thesis Option is successful completion of the research project and the public, oral defense of the Research Thesis.

Library Thesis Option

This option is recommended for students who are interested in exploring a particular topic through literature research. The student will choose a library thesis advisor who will guide the student in identifying an appropriate question, preparing a thesis proposal, and writing the thesis. The goals of the library thesis are to explore a specific topic through the current literature with the aim of determining whether a specific question or questions can be answered through existing knowledge or whether additional experimentation/ research are required to address the question. Students completing the Library Thesis Option will meet program goals 1-4 listed above.

Students pursuing the Library Thesis track must complete a minimum of 34 credit hours of graduate course work, including BIO 405-Biological Literature (3 cr.), at least one course that includes a laboratory or field component, and BIO 497x-Library Thesis (4 cr. total). The student must have advanced to candidacy (see above), have identified a thesis advisor and two readers, and obtained department approval of the thesis project before registering for Library Thesis credits (BIO 497x). Exit requirement for the Library Thesis Option is successful public, oral presentation and defense of the Library Thesis.

Non-Thesis Option
This option is recommended for students who desire a more flexible approach to graduate training in Biology, and who are not interested in research. It is a popular track for those in teaching or using the M.S. to become more competitive for admission to professional/health programs. Students completing the Non-Thesis Option will meet program goals 1-4 listed above.

Students must complete a minimum of 36 credit hours of graduate course work, including BIO 405-Biological Literature (3 cr.), at least one course that includes a laboratory or field component, and the professional/academic portfolio. For students in the Non-Thesis Option, the portfolio will be evaluated at least 3 times during their tenure and the final portfolio must be submitted to their advisor no later than week 8 of their final semester in the program. Exit requirement for the Non-thesis track is acceptance of the portfolio by the Biology Graduate Advisory Committee.

Thesis Proposals
Students interested in pursuing either the Library or Research Thesis options need to submit a thesis proposal for review and consideration by the department before they will be permitted to register for thesis credits. Potential topics are first discussed with a prospective thesis advisor to determine a project focus. The student drafts a proposal for review by the faculty advisor, which presents the background and scope of the project, hypothesis/hypotheses to be tested (question(s) to be addressed in the case of a library thesis), methodology (for research theses only), anticipated timetable, and literature review. At the same time, in consultation with the research advisor, the student must form his/her thesis committee (thesis advisor + 2 additional Biology faculty members for the Research Thesis or thesis advisor + 2 additional readers for the Library Thesis). Once approved by the committee, the proposal is then submitted to the Biology faculty for review and consideration. Faculty members are typically given a minimum of one week to provide comments and recommendations about the proposal. Students are required to have their proposal circulated to the department at least three weeks before the first semester in which they want/plan to register for thesis credits. The deadline for registering for thesis credits is the end of the first week of classes during a given semester. Check the current schedule of classes for specific dates.

Graduate Degree Time-Limit
Students in all Options have a maximum of 6 yrs to complete their degree. Students requiring an extension of an additional semester or more to complete their degree should petition the College of Graduate Study & Research and the Biology Graduate Advisory Committee before the 6-yr deadline is reached. Students taking more than 6 yrs may lose credits earned early in the program and may be required by the CGSR to complete additional course work. Students not taking courses regularly (every year) may be dropped from the program.

Courses
Only 400-level and a limited number of select 300-level courses (i.e. the 300* courses), can be applied toward the credit requirements for the graduate degree. The College of Graduate Study & Research limits the number of 300* credits that can count towards the M.S. degree to 10 credits.

Transfer credits: A maximum of 9 hours of transfer graduate credit can be applied to the requirements for the M.S. degree. The transfer credits must be approved by both the College of Graduate Study & Research (CGSR) and the Biology Department. Students interested in transferring credits need to submit official transcripts, a complete/detailed syllabus from the course(s), and rationale for transfer to the CGSR representative in Enrollment Services. The petition form for transferring credits is available on the College

of Graduate Study and Research web page. Following matriculation, students wishing to take classes at another institution and transfer the credits to NEIU must have the courses preapproved by the Biology Graduate Advisor.

Courses from other NEIU departments: Students may have up to 9 cr. hours of graduate level course work taken in other departments counted toward their Biology degree. The Biology Graduate Advisor must pre-approve all course work from other NEIU departments. Students interested in taking graduate courses outside the Biology Department should first contact the Biology Graduate Advisor to verify that the course credits can count towards the M.S. in Biology degree; the student then needs to contact the Department offering the course to request permission to enroll in the course. Lastly, to be considered as part of the student's degree requirements, the student must submit a written rationale for the course, as well as a copy of the course syllabus. This should be done no later than the first week of classes during the semester the course is taken.

COURSE OFFERINGS

Note: Courses preceded with an asterisk can be taken by graduate students for credit toward their degree requirements.

BIO-100 Introduction to Biology, 3 cr. The problems of living things with emphasis on human physiology and the propagation of life. Covers major biological concepts and principles. This course consists of lecture and labs; labs include required dissection. (Does not fulfill major or minor requirements in biology.)

BIO-104 The Changing Natural Environment, 3 cr. Attitudes toward 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.)

BIO-109A First Year Experience: Alien Invasions of Chicago, 3 cr. Global trade and travel has been responsible for spreading microbes, plants and animals across great distances and previously insurmountable barriers, and many of these species, once introduced into a new area become ecological invaders. Species that become invasive have strong negative impacts, both economic and ecological, so a great deal of resources are dedicated to controlling or removing them. This course will survey the diversity of species that have invaded ecological communities in the Chicago area, look at the factors that allowed them to become invasive, look at the ways in which these invaders have had negative ecological and economic impacts in the region, and review examples of how ecological principles have been and are being applied to control them. Students will meet with local experts in the field, in order to get first-hand experience with some of the more infamous invasive species and see Chicago from the perspective of urban ecologists. Lecture, laboratory, and field trips. (Does not fulfill major or minor requirements in Biology.)

BIO-150 Essential Skills for Biologists, 2 cr. A practical approach to providing students with the basic skills they will be expected to have in upper-division biology courses, including lab safety; methods and units of scientific measurement; scientific record-keeping, communication and library research skills; and summarizing and presenting data. Lecture and laboratory, with a significant web-based component. Co-requisite: BIO-201. Prereq.: (MATH-092 or ACT Math Score of 22 or NEIU MPT score of 30) and (ESL-120 or ELP-099 or NEIU EPT Writing score of 7 or ENGL-101) and (READ-116 or READ-095 or ACT Reading score of 20 or NEIU EPT Reading score of 5)

BIO-201 General Biology I, 4 cr. This first course of our introductory biology series focuses on the cellular aspects of biology, including: the basic structure of animal and plant cells; intracellular organelles; metabolic pathways; the cell cycle; and basic genetics. Laboratory exercises emphasize scientific method and writing, and include experience with basic techniques such as microscopy, biological assays, and gel

electrophoresis. Lecture and laboratory. Co-requisite: BIO-150. Prereq.: (MATH-092 or ACT Math Score of 22 or NEIU MPT score of 30) and (ESL-120 or ELP-099 or NEIU EPT Writing score of 7 or ENGL-101) and (READ-116 or READ-095 or ACT Reading score of 20 or NEIU EPT Reading score of 5)

BIO-202 General Biology II, 4 cr. In this second course of our introductory biology series we introduce the diversity of life in the context of evolutionary theory, studying biological processes at levels of organization ranging from populations to ecosystems. Laboratory exercises emphasize scientific method and writing, and include surveys of major groups of organisms. Lecture and laboratory and dissection. Prereq.: BIO-150, BIO-201 and (MATH-092 or ACT Math Score of 22 or NEIU MPT score of 30) and (ESL-120 or ELP-099 or NEIU EPT Writing score of 7 or ENGL-101) and (READ-116 or READ-095 or ACT Reading score of 20 or NEIU EPT Reading score of 5).

BIO-301 Cell Biology, 4 cr. Basic molecular and cellular processes. Structures of biomolecules. Energetics: enzymes, photosynthesis, respiration. Genetic control: chromatin, DNA replication, RNA transcription and regulation, protein synthesis. Cell functions, including: protein secretion; cell membrane structure; transport and surface interactions; cell cycle; cell motility; cell growth; cell origins. Lecture and laboratory. Prereq.: BIO-150, BIO-201 and CHEM-211.

BIO-303 General Genetics, 4 cr. This course is designed to provide students with a comprehensive background in genetics including classical/Mendelian genetics, bacterial and phage/viral genetics, the chromosomal and molecular basis of heredity, and population genetics. Lecture and laboratory. Prereq.: BIO-150, BIO-201, BIO-202.

BIO-305 WIP: General Ecology, 4 cr. An introduction to the basic concepts of ecology. Study of the factors/interactions that determine the distribution and abundance of species at the individual, population, community, and ecosystem levels. You will satisfy the writing intensive requirement by writing in a variety of discipline-specific formats. Lecture, laboratory, and fieldwork, with up to two field trips scheduled on a Friday, Saturday, or Sunday. Prereq.: BIO-150, BIO-201, BIO-202 and ENGL-101 minimum grade of C; ENGL-102 recommended.

BIO-310 Evolution, 3 cr. A reading/lecture/discussion course on the facts, theories, and principles of organic evolution. Lecture only. Prereq.: BIO-150, BIO-201, BIO-202.

BIO-311 History of Science, 3 cr. Development of the scientific method and knowledge of the natural sciences from ancient civilization to the present. Lecture only. Prereq.: Minimum 6-8 credits at the 200 level or higher from two of the following disciplines: BIO, CHEM, or PHYS.

BIO-318 Human Anatomy And Physiology I, 4 cr. This is the first course in a two course series of human anatomy and physiology. It will provide a foundation of anatomical terms and explain structure-function relationships of tissues and organs. The course will focus on the anatomy and physiology of integumentary, skeletal, muscular and nervous systems. Interaction and regulation of various systems to maintain homeostasis will be studied. In the lab component, students will get hands on experience with a human cadaver. They will examine and identify each system studied in class. Wherever possible, histology of tissues will be studied. Pathological conditions of each system will be discussed, including recent advances in treatment. Lecture and laboratory. Prereq.: BIO150, BIO-201, BIO-202, BIO-301.

BIO-319 Human Anatomy And Physiology II, 4 cr. This is the second course in a two course series of human anatomy and physiology. The course will focus on the anatomy and physiology of respiratory, circulatory, digestive, urinary, reproductive and endocrine systems. Interaction and regulation of these systems to maintain homeostasis will be studied. In the lab component, students will study human cadaver as well as anatomical models. Wherever possible, histology of tissues will be studied. Pathological conditions of each system will be discussed, including recent advances in treatment. Lecture and laboratory. Prereq.: BIO-150, BIO-201, BIO-202, BIO-301 and BIO-318.

BIO-320 Animal Kingdom, 4 cr. Anatomy, physiology, classification, and phylogeny of animals. Lecture and laboratory. Prereq.: BIO-150, BIO-201, BIO-202.

BIO-322 Invertebrate Zoology, 4 cr. Taxonomy and comparative morphology of the major phyla of invertebrates, organisms that comprise about 95% of animal life. Topics include life histories of representative species. Lecture & laboratory. Prereq.: BIO-150, BIO-201, BIO-202.
BIO-323 Entomology, 4 cr. Insects, their identification, classification, habits, and ecological relationships, with special emphasis on those common to the Chicago area. Lecture, laboratory, and fieldwork. Prereq.: BIO-150, BIO-201, BIO-202.
BIO-324 Ornithology, 4 cr. Birds, their identification, classification, habits, and ecological relationships, with special emphasis on those common to the Chicago area. Lecture, laboratory, and fieldwork. Prereq.: BIO-150, BIO-201, BIO-202.
BIO-325 Local Fauna, 4 cr. 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. Student prepare a collection of labeled organisms. Lecture, laboratory & fieldwork. Prereq.: BIO-150, BIO-201, BIO-202.
BIO-326 Animal Parasitology, 4 cr. 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 & laboratory. Prereq.: BIO-150, BIO-201, BIO-202.
BIO-327 Mammalian Anatomy, 4 cr. Gross architectural elements of the mammalian body, with emphasis upon correlation of form and function. Lecture and laboratory. Prereq.: BIO-150, BIO-201, BIO-202.
BIO-328 Animal Behavior, 3 cr. 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 effector organs. Topics include instinct, learning, intelligence, social organization, and their physiological integrating mechanisms. Lecture only. Prereq.: BIO-150, BIO-201, BIO-202.
BIO-330 Plant Anatomy & Morphology, 4 cr. Plants are a diverse and important group of organisms. In this course students compare the morphology and anatomy of vascular and nonvascular plants, use scientific method to answer a question about plants using microscopy and other anatomical or morphological techniques, and communicate results of their studies to classmates. The course includes instruction in plant identification techniques and in taxonomic methods. Lecture and laboratory. Prereq.: BIO-150, BIO-201, BIO-202.
BIO-331 Plant Physiology, 4 cr. Physiochemical basis of plant life, emphasizing life processes of major significance to the seed plants. Lecture and laboratory. Prereq.: BIO-150, BIO-201, BIO-202, BIO-301.
BIO-332 Local Flora, 4 cr. The study of local plant species, with emphasis on phylogenetic relationships, systematics, ecological relationships, and economic or ethnobotanic uses. Focus will be on species that are flowering during the semester that the course is taught, usually summer or fall. Lecture, laboratory & field trips. Prereq.: BIO-150, BIO-201, BIO-202.
BIO-333 Economic Botany, 3 cr. 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. Prereq.: BIO-150, BIO-201, BIO-202.
BIO-334 General Mycology, 4 cr. The study of fungi, a distinct kingdom of unicellular and filamentous organisms. Fungi have tremendous ecological importance playing essential roles as decomposers as well as parasites and symbionts. Fungi also have significant economic importance in the food and beverage industries. This course covers all aspects of fungal biology, including laboratory culture, natural history, morphogenesis, genetics and physiology. Lecture and laboratory. Prereq.: BIO-150, BIO-201, BIO-202.
BIO-340 Molecular Biology, 4 cr. This course is designed for upper level undergraduates and builds on Genetics and Cell Biology. Molecular biology is rapidly advancing the fields of biomedical sciences and agricultural sciences. Understanding the chemistry of DNA, RNA, and proteins has allowed scientists in biomedical and agricultural sciences the ability to manipulate these macromolecules to more fully

understand cellular functions, treat human diseases, and engineer more viable crops and livestock. This course is designed to provide students with a broad understanding of molecular biology as well as teach modern molecular biology techniques routinely used in research labs, forensics labs, and hospital diagnostic labs. Lecture and laboratory. Prereq: BIO-150, BIO-201, BIO-202, BIO-301, BIO-303.

BIO-341 General Microbiology, 4 cr. Study of the taxonomy and identification, ultrastructure and function, nutrition and growth, physiology, metabolism, molecular genetics, host-microbial interactions, immunology, epidemiology, ecology and biotechnology of microorganisms and viruses. Lecture and laboratory. Prereq.: BIO-150, BIO-201, BIO-202, BIO-301.

BIO-342 Pathogenic Microbiology, 3 cr. 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. Prereq.: BIO-150, BIO-201, BIO-202, BIO-341 or consent of instructor.

BIO-343 Virology, 4 cr. The course is designed to give students a background of animal, plant and bacterial viruses, with further emphasis on animal viruses. Topics covered will include but are not restricted to, replication strategies and life cycle, molecular mechanisms of infection, virus host interactions, viral evasion of body's immune response and various pathological conditions. Laboratory exercises will include growth and isolation of virus, plaques assays, cDNA cloning and expression of heterologous gene using a viral vector. Upon completion of the course, students will have a knowledge base useful towards medical, or other health related careers. Lecture and laboratory. Prereq.: BIO-150, BIO201, BIO-202, BIO-341.

BIO-344 Vertebrate Histology, 4 cr. This course will focus on the basic characteristics and identification of the primary vertebrate tissues, as well as their organization into organ systems. Where appropriate microanatomy will be integrated with organ functions. Examination of microscope slides, light micrographs, and electronmicrographs of tissues and organs will be used in the study of vertebrate histology. Lecture and laboratory. Prereq.: BIO-150, BIO-201, BIO-202, BIO-301.

BIO-345 Emerging Infectious Diseases, 3 cr. Emerging infectious diseases are those that have not previously been seen and those that are re-emerging after having been controlled. This course will provide an introduction to significant emerging infectious diseases in humans. Through a combination of lecture, discussion, and in-class activities, this course will focus on factors that contribute to emerging infectious diseases, mechanisms of disease transmission, as well as analysis of specific diseases, their associated diagnosis and prevention. Lecture only. Prereq.: BIO-150, BIO-201, BIO-202, BIO-341.

BIO-350 Plant Ecology, 4 cr. An introduction to how the concepts of ecology have been developed for and applied to plant systems. This course is an extension of General Ecology, and emphasizes not only the ways in which general principles have been applied to plants, but also concepts and methodology unique to plants. Lecture, laboratory and fieldwork. Prereq.: BIO-150, BIO-201, BIO-202, BIO-305.

BIO-351 Phycology, 4 cr. By studying the biology of algae, students will increase their understanding of the complex ecological interactions of algae with their environments, the roles that algae have played in the evolution of life, and the increasing uses of algae in biotechnology. There will be several sampling trips to wetlands, lakes, and streams, including a Friday or Saturday field trip outside of Cook County. Students will design and conduct original research projects involving identification and study of algal taxa. Lecture, laboratory and fieldwork. Prereq.: BIO-150, BIO-201, BIO-202.

BIO-352 Aquatic Biology, 4 cr. Students will study the biological processes that occur in freshwaters, the measurement of those processes, and the interaction of biological processes with water chemistry. Students will learn to collect quantitative ecological samples through field work in area lakes and rivers and they will analyze the biological organisms and related water chemistry of their samples upon return to the lab. Students will design and conduct original research projects. There will be several field trips, including a Friday or Saturday field trip outside of Cook County. Lecture, laboratory & fieldwork. Prereq.: BIO-150, BIO-201, BIO-202 and CHEM-211.

***BIO-357 Community Ecology, 3 cr.** This course is designed for upper-level undergraduates and graduate students who are generally interested in ecology, conservation biology, and restoration ecology. Specifically, the course focuses on community ecology, an area of ecology that emphasizes how the interrelationships among several species within an area determine the structure and function of ecological communities within an ecosystem. The course explores the attributes that characterize communities as well as their organizing principles. In addition, the course covers approaches to their study and the implications they have on ecosystems. Throughout the course, examples from marine, terrestrial, and freshwater communities will be used to address the conceptual basis of the class. This class relies heavily on active discussion of primary literature (current and classic) as well as in-depth writing on selected topics. Lecture and discussion. Prereq.: BIO-150, BIO-201, BIO-202, BIO-305 and ENGL-101.
***BIO-358 Biological Geography, 3 cr.** Geographic distribution of living organisms and the biological and geological principles underlying this distribution. Lecture only. Prereq.: BIO-150, BIO-201, BIO-202 and BIO-305.
***BIO-359 Ecological Methods, 4 cr.** 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. Prereq.: BIO-150, BIO-201, BIO-202, BIO-305 and MATH-275.
***BIO-360 Vertebrate Physiology, 4 cr.** Functions and interrelationships of organ systems. Lecture and laboratory. Prereq.: BIO-150, BIO-201, BIO-202, BIO-301.
***BIO-361 Human Genetics, 4 cr.** This course is designed for upper level undergraduate and graduate students, builds on General Genetics, and emphasizes human medical genetics. Topics covered include but are not restricted to: known human genetic disorders; use of karyotyping, microsatellite analysis, and sequencing in the diagnosis of genetic disorders; use of pedigrees, epidemiological and molecular studies in the identification of genetic contributions to multifactoral conditions and diseases. Lecture and laboratory. Prereq.: BIO-150, BIO-201, BIO-202 BIO-301.
***BIO-362 Biochemistry, 4 cr.** Chemistry and metabolism of carbohydrates, proteins, nucleic acids, lipids, vitamins, and minerals associated with animal and plant life. Lecture and laboratory. Prereq.: BIO-150, BIO-201, BIO-202, BIO-301 and CHEM-231.
***BIO-363 Immunology, 4 cr.** The goals of the course are to study the role of cells and organs of immune system in health and disease. Topics covered will include but are not restricted to innate and adaptive immunity, molecular mechanisms of antibody diversity, major histocompatibility complex, complement system, immunodeficiency, allergies, immunology of cancer and organ transplantation. Recent developments in techniques and immunotherapies will also be discussed. The course will give the students theoretical and practical knowledge applicable to medical and other health related fields. Lecture and laboratory. Prereq.: BIO-150, BIO-201, BIO-202, BIO-301
***BIO-364 Endocrinology, 4 cr.** The study of hormones and other signaling molecules, and their functions in growth control, maintaining homeostasis, and reproduction. Lecture and laboratory. Prereq.: BIO-150, BIO-201, BIO-202, BIO-360 and CHEM-231.
***BIO-365 Neurobiology, 4 cr.** This course is designed for upper level undergraduate and graduate students. An in depth examination of nervous systems in vertebrates and invertebrates. Topics covered include but are not restricted to: excitable membrane physiology, synaptic mechanisms, and neuronal organization with emphasis on the integrative aspects of neural function. Lecture and laboratory. Prereq.: BIO-150, BIO-201, BIO-202, BIO-360.
***BIO-366 Cancer Biology, 4 cr.** This course is designed for upper level undergraduate and graduate students and emphasizes the molecular and cellular basis of cancer. Topics covered include epidemiology of cancer, genetics of cancer, molecular mechanisms behind cancer, impact of viruses on human cancer development, and the biochemistry of cancer treatments. Lecture only. Prereq.: BIO-150, BIO-201, BIO-202, BIO-301 and BIO-303.

***BIO-367 Developmental Biology, 4 cr.** This course is designed for upper level undergraduate and graduate students, and will build on concepts covered in introductory biology using skills and knowledge gained in Cell Biology and Physiology. We will look at patterns of normal and abnormal development in the embryo emphasizing developmental interactions between cells and systems and how these systems are disrupted during development leading to birth defects. The course is designed to give students the basic knowledge needed to go on into research or professional school. Lecture and laboratory. Prereq.: BIO-150, BIO-201, BIO-202 BIO-303, and [BIO 301 or BIO 327], or permission of the instructor.

***BIO-368 Genomics and Proteomics, 3 cr.** Genomics and Proteomics involves the use of high throughput methods and state of the art techniques, databases, and computations to generate, organize, explore, and analyze large data sets of DNA and/or protein sequence. This course will provide an introduction to the fields of genomics and proteomics. Through a combination of lecture, discussion, and hands on activities this course will focus on the methods and techniques used in gathering and interpreting genomic and proteomic data to answer questions important to various aspects of modern day biology. Prereq.: BIO-150, BIO-201, BIO-202, BIO-303 or permission of the instructor.

***BIO-372 Biochemistry of Metabolism, 3 cr.** Biochemistry of Metabolism is a lecture-based course that focuses on the processing of carbohydrates, lipids, proteins, and nucleotides. This course will offer a mechanistic view of metabolic pathways related to each macromolecule group, including feedback control. Each section will be linked to clinical situations and will incorporate current primary research literature in the field of metabolism. Quantitative analysis of chemical reactions, bioenergetics, thermodynamics and interpretation of research articles will be incorporated as part of the lectures. Prereq.: BIO-150, BIO-201, BIO-202, BIO-362.

BIO-380 Topics in Biology, 3 cr. Selected course offerings in modern biology. Topics studied differ from term to term. Consult the Schedule of Classes for specific topics. Prereq.: BIO-150, BIO-201, BIO-202; some may require additional prerequisites, contact department.

BIO-381 Independent Study I, 1 cr. Library study of a biological topic, including a thorough literature search and production of a review paper on the chosen topic. Prereq.: 16 credits in Biology at 200- or -300 level, and consent of the instructor, Department Chair, and Dean of the College. Biology majors only.

BIO-382 Independent Study II, 2 cr. (See BIO-381 for description and prerequisites.)

BIO-383 Independent Study III, 3 cr. (See BIO-381 for description and prerequisites.)

BIO-390 Biology Senior Seminar, 3 cr. This course is intended for students who are within two semesters of graduation. The goals of the course are to provide students with the opportunity to explore topics of particular interest to them, in greater depth than is usually possible within the context of topic specific courses, and to assess whether students are able to integrate knowledge gained from different courses and/or disciplines. As part of the course, students will be required to take the MFAT. **This course fulfills the capstone requirement for the Biology Major**. Prereq.: BIO150, BIO-201, BIO-202, BIO-301, BIO-303, BIO-305, and three Biology elective courses. Biology Majors only.

BIO-391 Internship in Biology, 3 cr. Field or laboratory experience at an off-campus site guided by a faculty advisor, and a site supervisor. Requirements include; submission of a summary of the planned intern project; production of a scientific style paper describing the project and results, including a review of the relevant literature; presentation of the project in either podium or poster format. Students are also required to take the MFAT. **This course fulfills the capstone requirement for the Biology Major.** Prereq.: 16 credits in Biology at 200 or 300-level, a GPA in the sciences of 3.0 or better, and consent of instructor. Biology Majors only.

BIO-392 & -393 Independent Research in Biology 2 cr. per term, 4 cr. total. Field or laboratory study of a biological topic or question, to be carried out over the course of 1-2 terms. Requirements include; design and execution of the research project; review of relevant scientific literature; production of a scientific style paper describing the project and results; presentation of the project in either podium or poster format. Students will also be required to take the MFAT. **This course fulfills the capstone requirement for**

the Biology Major. Prereq.: 16 credits in Biology at 200- or -300 level, GPA in the sciences of 3.0 or better, and consent of a faculty mentor, the Department Chair and Dean of the College prior to registration. Biology Majors only.

BIO-394 Seminar in Teaching of Biology, 3 cr. This course will provide students with the opportunity to gain practical experience with methods of post-secondary teaching in the biological sciences. Students will participate in preparation, presentation and grading of lecture, laboratory and assessment materials. Students are required to identify a faculty mentor to advise and guide the teaching experience no later than the term before he/she registers for the course. As part of the course, students will be required to take the MFAT. This course fulfills the capstone requirement for the Biology Major. Prereq.: 16 credits in Biology at 200- or -300 level, and consent of a faculty mentor, the Department Chair and the Dean of the College prior to registration. Biology Majors only.

BIO-405 Biological Literature, 3 cr. Preparation of a series of scientific papers based on a literature search. Activities include the researching and synthesizing of literature with reference to certain topics. Prereq.: Graduate standing.

BIO-411 Spreadsheet Modeling in Ecology & Evolution, 3 cr. Use of basic and advanced spreadsheet applications to model a wide variety of ecological and evolutionary processes and systems. Extensive use of graphing capabilities, complex nested functions, and advanced software functions including writing macros, sampling from statistical distributions, using lookup tables, etc. Students will complete independent projects in which they generate their own models using data from the literature and present their results both orally and in writing. Extensive work outside of the classroom will be required. Prereq.: Graduate standing and BIO 305 or equivalent

BIO-412 Chronobiology, 3 cr. Most living organisms display oscillations in many biological, physiological, and behavioral processes. These oscillations confer adaptive advantages for survival on a planet that revolves on its axis once every 24 hours. Chronobiology is the study of these adaptations. Through a combination of group activities, discussion, and lecture this course focuses on the physiologic and genetic generation of 24 hour rhythms, as well as the behavioral and physiological processes that they control in various species. Prereq.: Graduate standing

BIO-413 Evolutionary Biology, 3 cr. Comprehensive analysis of evolutionary patterns in both fossil and contemporary species. Studies include an overview of the history of evolutionary biology, Hardy-Weinberg equilibrium assumptions about non-evolving systems, Darwinian and non-Darwinian mechanisms of evolutionary change, the Biological Species Concept and alternative species definitions, pre-zygotic and post-zygotic mechanisms of speciation, and current views on the origin and natural history of life on Earth. Prereq.: Graduate standing and BIO-202 or equivalent

BIO-414 Comparative Biology of Aging, 3 cr. Comparative analysis of aging, longevity, and mortality patterns in diverse prokaryotic and eukaryotic species. Studies include an overview of the history of biological gerontology, life-table construction and analysis, populational and physiological measurements of senescence, theoretical models of aging and longevity, use of vital statistics mortality data, biochemistry of free-radicals and antioxidant molecules, and therapeutic interventions to prolong lifespan in various species. Prereq.: Graduate standing and BIO-301 or equivalent

BIO-415 Animal Behavior, 3 cr. Advanced study and analysis of selected topics within the field of Animal Behavior with emphasis on topics that are currently at the forefront of the discipline. Depending on the term, the course may emphasize studies of animal behavior within an ecological, evolutionary and/or neuroethological context. Prereq.: Graduate standing and BIO 360 or equivalent

BIO-421 Biochemical Genetics, 3 cr. 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. Prereq.: Graduate standing, and BIO-303 & BIO-362 (or equivalents).

BIO-424 Analysis of Development, 3 cr. 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. Prereq.: Graduate standing, and BIO-303 & BIO-367 (or equivalents).
BIO-427 Current Topics in Genetics, 3 cr. Advanced study and analysis of selected topics within the field of Genetics, with emphasis on topics that are at the forefront of advances in the discipline. Prereq.: Graduate standing and BIO 303 or equivalent
BIO-428 Current Topics in Human Genetics, 3 cr. Advanced study and analysis of selected topics within the field of Human Genetics, with emphasis on topics, such as the Human Genome and HapMap projects, epistasis, etc., that are at the forefront of advances in our understanding of human heredity, development and disease. Prereq.: Graduate standing and BIO 303 or equivalent
BIO-441 Biology of Viruses, 3 cr. The structure and replication of viruses, strategies of host defense and viral evasion, and use of viruses in biotechnology. RNA- as well as DNA-viruses will be included. Current research papers will be discussed to make students aware of advances being made in the field. Prereq.: Graduate standing
BIO-447 Current Topics in Cell Biology, 3 cr. Advanced study and analysis of selected topics within the field of Cell Biology, with emphasis on topics, such as inter- and intracellular signaling, intraflagellar transport, mechanisms of motility, post-transcriptional gene regulation, etc., that are at the forefront of advances in the discipline. Topics covered varies between semesters. Prereq.: Graduate standing, BIO 301 and 303 or equivalents
BIO-450 Foundations of Ecology, 3 cr. Readings and discussions of foundational papers in ecology, and classic case studies of field and laboratory experiments in ecology. Overviews of the development of ecology as a science, major debates in ecology, and the development of both theory and methodologies in ecology will be presented. Students will also present and discuss contemporary papers in light of these historical contexts. Prereq.: Graduate standing and BIO 305 or equivalent
BIO-451 Historical and Contemporary Patterns in Species Diversity, 3cr. Contemporary, historical and phylogenetic patterns of species diversity; current hypotheses for local, regional and global diversity trends; diversity case studies from plant and animal communities in aquatic and terrestrial systems. Lecture and discussion. Prereq.: Graduate standing, and BIO-305 (or equivalent). Courses in plant or animal biology, or biogeography recommended.
BIO-452 Quaternary Ecology, 4 cr. Introduction to the principles and techniques of paleoecology; emphasis on the effects of global and regional climate/environmental change on ecosystems, communities, and populations during the Quaternary Period. Lecture and laboratory. Prereq.: Graduate standing, and BIO-305 or ESCI-212 (or equivalents).
BIO-453 Conservation Biology, 3 cr. This course will explore how ecological theory (including mathematical models), principles, and methodologies are applied to the conservation of populations, species, communities, and landscapes. Covered topics include biodiversity, the demographic and genetic structure of populations, population viability analysis, the problems that small populations face, extinction as a historical and contemporary process, current tools applied in conservation (e.g., GIS, molecular tools), and the application of ecological principles nature reserve design and ecosystem management. Students will read extensively from the primary literature, lead class discussions, and solve applied and quantitative problems. Prereq.: Graduate standing and BIO 305 or equivalent
BIO-454 Conservation Genetics, 3 cr. Advanced study of genetic theory and practice applied to the conservation of organisms. Current primary literature will be incorporated into the course through written assignments and discussions. Current conservation genetic techniques and computer-based data analysis methods will be practiced in the laboratory. Prereq.: Graduate standing, BIO 303 and BIO 305 or equivalents

BIO-455 Restoration Ecology, 3 cr. Application of ecological research and concepts to restoration of disturbed ecosystems. Current trends and challenges in restoring populations, communities and ecosystems. Prereq.: Graduate standing and BIO 305 or equivalent

BIO-456 Bio-Environmental Analysis, 3 cr. 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 humans. A summary interpretive paper, using data acquired, is required from each student. Lecture, laboratory, and fieldwork. Prereq.: Graduate standing.

BIO-457 Current Topics In Ecology & Evolution, 3cr. This course provides graduate students with an opportunity to explore a current topic in ecology and evolutionary biology from a variety of perspectives and scales, ranging from theory to molecular biology to community ecology. Each semester will be organized around a single book or edited volume. Students will read, present, and lead discussions on chapters from the selected book, along with related papers chosen from the recent primary literature. Students may take the course twice for credit, as long as the focal topic of the course is different. Prereq.: Graduate standing, equivalents of BIO-301, BIO-303, BIO-305.

BIO-462 Enzymology, 3 cr. 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, demonstration, discussion, and laboratory. Prereq.: Graduate standing, and BIO-362 (or equivalent).

BIO-463 Plant Biochemistry, 3 cr. 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. Prereq.: Graduate standing, and BIO-362.

BIO-464 Biochemistry and Molecular Biology Methods, 4 cr. A graduate level lecture and lab course that provides training in essential experimental methods used in modern Biochemistry and Molecular Biology, including computer analysis tools, while reviewing basic structure and function of biological molecules. Lecture and laboratory. Prereq.: Graduate standing, equivalent of BIO-340 or BIO-362.

BIO-471 Comparative Animal Physiology, 3 cr. 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. Prereq.: Graduate standing, and BIO-320 & BIO-362 (or equivalents).

BIO-475 Advanced Immunology, 3 cr. Contemporary issues in immunochemistry as related to antibody structure and function; lecture and discussion of current papers on antibody structure, the inheritance of immune response capacities, immunological tolerance and transplantation disease. Lecture and discussion. Prereq.: Graduate standing, and BIO-363 (or equivalent).

BIO-4821 (1 cr.), -4822 (2 cr.), -4823 (3 cr.) Independent Investigations. Field or laboratory study of a biological topic or question, to be carried out over the course of 1-2 terms. Requirements include two or more of the following: design and execution of the research project; review of relevant scientific literature; production of a scientific style paper describing the project and results; presentation of the project in either podium or poster format. No more than 3 credits of BIO 482x can be applied to the requirements for the M.S. in Biology. Prereq.: Graduate standing, acceptance to candidacy in the Biology Program, BIO-405, and approval of faculty mentor, Department Chair, and the appropriate College Dean.

BIO-485 Advanced Topics in Biology, 3 cr. Topics studied differ from term to term. Consult the Schedule of Classes for specific topics. Prereq.: Graduate standing; some may require consent of the instructor.

BIO-491 Seminars in Biology, 1 cr. 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. Prereq.: Graduate standing.

BIO-4971 (1 cr.), -4972 (2 cr.), -4973 (3 cr.) Library Thesis. Guidance of students conducting literature/library research and writing a Thesis to fulfill requirements for the Master of Science degree in Biology, Option II. Students may register for 1-3 credits per term with a minimum of 4 credits required for Option II of the M.S. in Biology. All BIO 497x credits must be earned within the equivalent of 2 academic years. Prereq.: Graduate standing, acceptance to candidacy in the Biology Program, BIO-405, and approval of faculty mentor, Department Chair, and the appropriate College Deans.
BIO-4991 (1 cr.), -4992 (2 cr.), -4993 (3 cr.), -4994 (4 cr.) Research Thesis. Guidance of students conducting research and writing a thesis to fulfill requirements for the Master of Science degree in Biology, Option II. Students may register for 1-4 credits per term with a total of 6 credits required for the Option I. All BIO-499x credits must be earned within the equivalent of 2 academic years. Prereq.: Graduate standing, acceptance to candidacy in the Biology Program, BIO-405, and approval of faculty mentor, Department Chair, and the appropriate College Deans.

CHEMISTRY

Sargon John Al-Bazi, Ph.D., Professor, Chair
Veronica A. Curtis-Palmer, Ph.D., Associate Professor
Ana Fraiman, D. Sc., Professor
Kenneth Nicholson, Ph.D., Assistant Professor
Jing Su, Ph.D., Assistant Professor
Stephan Tsonchev, Ph.D., Associate Professor
Thomas R. Weaver, Ph.D., Assistant 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 and in education.

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, environmental chemistry positions, and teaching as well as for graduate study. Undergraduate courses also provide appropriate backgrounds for students planning careers in medicine, dentistry, nursing and related professional health fields.

In 1985, Northeastern Illinois University was added to the American Chemical Society's (ACS) 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 ACS Committee on Professional Training. Students completing the ACS track will earn a certificate stating that they have met ACS 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.

Undergraduate students are encouraged to participate in research programs with faculty members and may take CHEM-305, Independent Study in Chemistry, 3 cr. and CHEM-399, Research in Chemistry, 3 cr.

for that purpose. Internships with local chemical industries and laboratories are also encouraged through CHEM-365, Internship in Chemistry I, 6 cr. and CHEM-366, Internship in Chemistry II, 6 cr. Please consult with the undergraduate advisor concerning these courses.

Students should also be aware of the University requirements for the Bachelor's degree.

UNDERGRADUATE PROGRAMS
Major in Chemistry for the Bachelor of Science Degree
Required Courses:

*CHEM-211 General Chemistry I.....5 cr.
*CHEM-212 General Chemistry II.....4 cr.
CHEM-213 WIP: Quantitative Analysis .....5 cr.
**CHEM-231 Organic Chemistry I .. ..4 cr.
**CHEM-232 Organic Chemistry II.....4 cr.
****CHEM-311 Physical Chemistry I.....4 cr.
****CHEM-312 Physical Chemistry II.....4 cr.
CHEM-330 Instrumental Analysis: Spectroscopy or
CHEM-331 Instrumental Analysis: Quantitative Methods.....4 cr.
CHEM-391 Chemistry Capstone Seminar .....3 cr.

Two electives chosen from the following:..... 6-8 cr.
CHEM-316 Inorganic Chemistry.....4 cr.
CHEM-319 Chemical Aspects of Environmental Chemistry.....3 cr.
CHEM-320 Industrial Aspects of Environmental Chemistry.....3 cr.
CHEM-321 Environmental Chemistry in the City.....2 cr.
***CHEM-330 Instrumental Analysis: Spectroscopy.....4 cr.
***CHEM-331 Instrumental Analysis: Quantitative Methods..... 4 cr.
CHEM-332 Identification of Organic Compounds ..... 4 cr.
CHEM-347 Advanced Organic Chemistry: Polyfunctional Compounds..... 3 cr.
CHEM-348 Advanced Organic Chemistry: Bio-Organic Compounds .....3 cr.
CHEM-349 Organic Synthesis.....3 cr.
CHEM-350 Principles of Toxicology.....3 cr.
CHEM-353 Principles of Pharmacology.....3 cr.
CHEM-355 Principles of Medicinal Chemistry ..... 3 cr.
CHEM-357 Chemical Kinetics ..... 3 cr.
Any other 300-level chemistry course approved by the department.

Total 43-45 cr.

*CHEM-260, General Chemistry I Seminar, and CHEM-261, General Chemistry II Seminar are strongly recommended to be taken concurrently with CHEM-211 and CHEM-212, respectively.

**CHEM-262, Organic Chemistry I Seminar, and CHEM-263, Organic Chemistry II Seminar are strongly recommended to be taken concurrently with CHEM-231 and CHEM-232, respectively.

***Major elective credit is given only if the course is not used to count towards the required courses in the major.

**** CHEM-360, Physical Chemistry I Seminar, and CHEM-361, Physical Chemistry II Seminar are strongly recommended to be taken concurrently with CHEM-311 and CHEM-312 respectively.

Required Courses in a Related Field:

MATH-187 Calculus I.....4 cr.
MATH-202 Calculus II.....4 cr.
PHYS-203 Physics I Laboratory .....1 cr.
PHYS-204 Physics II Laboratory.....1 cr.
*PHYS-206 Physics with Calculus I or PHYS-201 College Physics I.....3 cr.
*PHYS-207 Physics with Calculus II or PHYS-202 College Physics II.....3 cr.
Total 16 cr.

* PHYS-206 and PHYS-207 are strongly recommended for all chemistry majors and required for those in the A.C.S. approved program.

Students with foreign credentials are evaluated by the Office of Admissions as having 90 credit hours must take as a minimum the following six courses: CHEM-213, CHEM232, CHEM-311, CHEM-312, CHEM-330 or CHEM-331, and CHEM-391. 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 ACS 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, CHEM-347 and CHEM-348 are required. CHEM-318 and CHEM-326 do not count as electives. Two additional 300-level electives must then be selected.

Completion of this program requires a minimum of 50 cr. in chemistry with a minimum grade point average of 3.0 and no chemistry grades below C in any required course.

Minor in Chemistry (22 cr. hrs.)

CHEM-211 General Chemistry I.....5 cr.
CHEM-212 General Chemistry II.....4 cr.
CHEM-213 WIP: Quantitative Analysis .....5 cr.
CHEM-231 Organic Chemistry I.....4 cr.
CHEM-232 Organic Chemistry II.....4 cr.
Total 22 cr.

Substitutions require written approval by the chemistry advisor.

Transfer students must take a minimum 9 credit hours in chemistry at Northeastern to complete a Chemistry Minor. These courses must be approved by the chemistry 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 Science in Chemistry

This program provides graduate education for students planning careers in industry, business, teaching or planning additional graduate work or professional studies. Three options in the program are available, the Separation Science Emphasis, the General Program Emphasis, and the Chemical Education Emphasis. Students in the program can follow the Separation Science Emphasis in order to be prepared for careers in pharmaceutical, cosmetics and food industries as well as environmental laboratories. The General Program Emphasis prepares students to enter professional schools or to continue further graduate work in chemistry. The Chemical Education Emphasis serves in-service middle and high school teachers who attained a bachelor's degree in chemistry and hold a teaching certification/license to become highly qualified teachers trained in advanced chemistry and pedagogical content knowledge of teaching science in secondary schools. They will also be well prepared to conduct research in the area of Chemical Education or teach at 2-year colleges.

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).

If the admission file/evaluation is not completed by the time of registration, the student may choose to register as a graduate student-at-large provided the appropriate application has been filed with the Office of Admission and Records in accordance with their established deadlines.

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 as outlined below.

For students admitted to Master's programs for the Fall 1997 semester and thereafter, graduate coursework is at the 400-level. However, two of the following courses may be taken as part of the master's program if they have not been previously taken as part of an undergraduate program. No other 300 level courses can apply. Consult with your program advisor or the Graduate College for details.

CHEM-316 Inorganic Chemistry 4 cr.
and

CHEM-330 Instrumental Analysis: Spectroscopy 4 cr.
or
CHEM-331 Instrumental Analysis: Quantitative Methods 4 cr.

CORE COURSES
All students must take at least one course in each of the four areas of the Core Courses.

Analytical Chemistry
CHEM-450 Gas Chromatography 3 cr.

Inorganic Chemistry
CHEM-402 Organometallic Chemistry 3 cr.
CHEM-406 Coordination Chemistry 3 cr.
CHEM-413 Modern Inorganic Chemistry 3 cr.

Organic Chemistry
CHEM-403 Physical Methods of Organic Chemistry 3 cr.
CHEM-411 Organic Reaction Mechanisms 3 cr.

Physical Chemistry
CHEM-404 Chemical Thermodynamics 3 cr.
CHEM-405 Quantum Chemistry 3 cr.
CHEM-412 Reaction Kinetics 3 cr.

SEPARATION SCIENCE EMPHASIS
Required Coursework:
Students in the Separation Science Emphasis program must take 21 hours from the CORE and 9 hours of the following Required Coursework in the Separation Science:

CHEM-451 Liquid Chromatography ..... 3 cr.
CHEM-455 Method Development and Validation in Liquid Chromatography .....3 cr.
CHEM-456 Advanced Chromatographic Methods .....3 cr.

Students writing a thesis take 12 hours from the CORE, the 9 hours of Required Coursework in the Separation Science Emphasis, and 9 hours of Independent Study (CHEM-408, 3 cr.) and Thesis Seminar: Chemistry (CHEM-409, 6 cr.) in the area of Separation Science. Non-thesis students take 18 hours from the CORE, the 9 hours of Required Coursework in the Separation Science, and 3 hours of Independent Study in the area of Separation Science.

General Program Emphasis
Students in the General Program Emphasis must take 30 credit hours from the CORE and/or Separation Science Emphasis and are also encouraged to do research and/or thesis work. Students writing a thesis take 21 hours from the CORE and/or Separation Science Emphasis and 9 hours of the Independent Study (CHEM-408, 3 cr.) and Thesis Seminar: Chemistry (CHEM-409, 6 cr.) in the area of Chemistry. Non-thesis students take 27 hours from the Core and/or Separation Science Emphasis and 3 hours of Independent Study in the area of Chemistry.

Chemical Education Emphasis

Required coursework:

Students in the Chemical Education Emphasis program must take 21 hours from the CORE and/or Separation Science Emphasis and 9 hours of Required Coursework in Education listed below or other 400 level courses from the College of Education approved by the Chemistry Department.

EDFN-410: Education as a Social Institution ..... 3 cr.
LTCY-502: Literacy Instruction in Content Areas in Middle and High Schools ..... 3 cr.
LTCY-506: Writing Instruction as Related to Reading in Middle and High Schools ..... 3 cr.
EDFN-442: Media Technology for Educators* ..... 3 cr.
*EDFN- 442 Highly Recommended

Students writing a thesis take 12 hours from the CORE and/or Separation Science Emphasis, the 9 credit hours from the Required Coursework in Education and/or other 400 level courses from the College of Education approved by the Chemistry Department, and 9 hours of Independent Study (CHEM- 408, 3 cr.) and Thesis Seminar: Chemistry (CHEM- 409, 6 cr.) in the area of Chemical Education. Non-thesis students must take 18 hours from the Core and/or Separation Science, the 9 hours of Required Coursework in Education and/or other 400 level courses from the College of Education approved by the Chemistry Department, and 3 hours of Independent Study in the area of Chemical Education.

2. **Research and Thesis Work:** Students are encouraged to do laboratory or library research and/or more formally, write a thesis, and may do so under the following conditions:
   a. acceptance for candidacy;
   b. acceptance by a research or thesis advisor.

Academic credit for research and thesis work is normally earned through Independent Study (CHEM-408, 3 cr.) and Thesis Seminar: Chemistry (CHEM-409, 6 cr.). Individual arrangements are made between the student and the research advisor.

3. **Final Examination:** Students writing master's theses are required to make a public oral defense of their work. Non-thesis students must make a public oral presentation of their research work, or take a comprehensive written departmental examination. Consult the graduate advisor for details.

4. **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.

5. **Merit Tuition Scholarships and Assistantships:** The Chemistry program is regularly allotted Tuition Scholarships to defray the cost of tuition for graduate students. Check with the graduate advisor for eligibility requirements well in advance of registration.

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-103 Chemistry and Society, 3 cr. 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. Knowledge of basic algebra skills is assumed. Lecture 3 hours. Prereq.: MATH-091 or Intermediate Algebra Placement.

CHEM-110 Chemical Concepts, 3 cr. Lab-oriented 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. Knowledge of basic algebra skills is assumed. Lecture 2 hours, lab 2 hours. Prereq.: MATH-092.

CHEM-200 Introduction to General Chemistry, 3 cr. 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. Lecture 3 hours.

CHEM-211 General Chemistry I, 5 cr. 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. Lecture 4 hours. Lab 3 hours. Prereq.: minimum math placement exam recommendation of 3 or 4 or satisfactory completion of MATH-DEV-092.

CHEM-212 General Chemistry II, 4 cr. 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. Lecture 3 hours. Lab 3 hours. Prereq.: CHEM211 and pre- or co- requisite MATH-185.

CHEM-213 WIP: Quantitative Analysis, 5 cr. 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 methods. Lecture 3 hours, lab 6 hours. Prereq.: CHEM 212 and ENG 101 with grade of "C" or better.

CHEM-231 Organic Chemistry I, 4 cr. Study of the structure, properties, reaction mechanisms, and nomenclature of aliphatic and aromatic hydrocarbons and their derivatives. Lecture and laboratory. Lecture 3 hours. Lab 3 hours. Prereq.: CHEM-212.

CHEM-232 Organic Chemistry II, 4 cr. Continuation of CHEM 231. A study of the structure, properties, reaction mechanisms, synthesis, and infrared and nuclear magnetic resonance spectroscopy of the alcohols, acids, amines, and other mono-functional compounds. Lecture and laboratory. Lecture 3 hours. Lab 3 hours. Prereq.: CHEM-231.

CHEM-260 General Chemistry I Seminar, 1 cr. Enrichment seminar accompanying CHEM 211. Students do problem solving in collaborative learning groups on material derived from and supplementing General Chemistry I to gain a deeper understanding of concepts and applications. Lecture 2 hours. Prereq.: Restricted to students taking CHEM-211 concurrently.

CHEM-261 General Chemistry II Seminar, 1 cr. Enrichment seminar accompanying CHEM 212. Students do problem solving in collaborative groups on material derived from and supplementing General Chemistry II to gain a deeper understanding of concepts and applications. Lecture 2 hours. Prereq.: Restricted to students taking CHEM-212 concurrently.

CHEM-262 Organic Chemistry I Seminar, 1 cr. Enrichment Seminar accompanying CHEM 231. Students do problem solving in collaborative learning groups on material derived from and supplementing Organic Chemistry I to gain a deeper understanding of concepts and applications. Lecture 2 hours. Prereq.: Restricted to students taking Organic Chemistry I.

CHEM-263 Organic Chemistry II Seminar, 1 cr. Enrichment Seminar accompanying CHEM 232. Students do problem solving in collaborative learning groups on material derived from and supplementing Organic

Chemistry II to gain a deeper understanding of concepts and applications. Prereq.: Restricted to students taking Organic Chemistry II.

CHEM-305 Independent Study in Chemistry, 3 cr. An introduction to original chemical research under faculty supervision. Independent Studies require the approval of the instructor, department chair and the College Dean. Prereq.: CHEM-213 and CHEM-232 and consent of chairperson.

CHEM-306 Selected Topics in Chemistry, 3 cr. Topics of current interest for students who have junior standing in chemistry. Consult the Schedule of Classes for specific topics. Lecture 3 hours. Prereq.: CHEM-232; junior standing.

CHEM-311 Physical Chemistry I, 4 cr. 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. Lecture 3 hours. Lab 3 hours. Prereq.: CHEM-213, CHEM-232, MATH-187, PHYS-203, and PHYS-201 or PHYS-206. It is strongly suggested that the student have completed a year of physics with laboratory.)

CHEM-312 Physical Chemistry II, 4 cr. 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. Lecture 3 hours. Lab 3 hours. Prereq.: CHEM-311, MATH-202, PHYS-204, and PHYS-202 or PHYS-207.

CHEM-316 Inorganic Chemistry, 4 cr. 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. Lecture 3 hours. Lab 3 hours. Prereq.: CHEM-232.

CHEM-318 Industrial Chemistry, 3 cr. 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. Lecture 3 hours. Prereq.: CHEM-231.

CHEM-319 Chemical Aspects of Environmental Chemistry, 3 cr. A survey of the chemical principles involved in environmental problems. Topics include atmospheric, aquatic, and geospheric chemistry, sources of pollutants and the consequences of pollution. Lecture 3 hours. Prereq.: CHEM 212 and CHEM-232.

CHEM-320 Industrial Aspects of Environmental Chemistry, 3 cr. Industrial aspects of environmental chemistry covering specific topics such as energy, water and wastewater treatment, treatment and disposal of domestic and industrial wastes, techniques for detecting and analyzing chemical pollutants, environmental modeling and recycling strategies. Lecture 3 hours. Prereq.: CHEM-213 and CHEM-232.

CHEM-321 Environmental Chemistry in the City, 2 cr. This is a laboratory and field course that will concentrate on topics of environmental interest in the city of Chicago. Field work will include visits to the Chicago River, Lake Michigan, the Chicago Forest Preserve, and other locations in the metropolitan area. Students will learn proper methods of sample collection, storage, and transport. Chemical analysis of collected samples by titrimetric, gravimetric, spectroscopic, chromatographic, and electrochemical methods will take place in the field and in the laboratory. Lecture 1 hr, Lab/Field 2.5 hrs. Prereq.: CHEM-213 with a Grade of C or better.

CHEM-326 Chemical Literature, 2 cr. Introduction to library research in chemistry, and preparation of a review paper in some current field of chemistry. Lecture 2 hours. Prereq.: one 300-level course in chemistry.

CHEM-330 Instrumental Analysis: Spectroscopy, 4 cr. 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. Lecture 3 hours. Lab 6 hours. Prereq.: CHEM-213, CHEM-232 and consent of instructor.

CHEM-331 Instrumental Analysis: Quantitative Methods, 4 cr. 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 and laboratory. Lecture 3 hours. Lab 6 hours. Prereq.: CHEM213 and CHEM-231.

CHEM-332 Identification of Organic Compounds, 4 cr. Chemical, physical, and spectroscopic methods and their use in the separation, purification, and identification of organic compounds. Lecture and laboratory. Lecture 2 hours. Lab 6 hours. Prereq.: CHEM-213 and CHEM-232.

CHEM-347 Advanced Organic Chemistry: Polyfunctional Compounds, 3 cr. Chemistry of polyfunctional compounds, condensed aromatic and heterocyclic systems, electrocyclic reactions and molecular rearrangements. Lecture 3 hours. Prereq.: CHEM-232.

CHEM-348 Advanced Organic Chemistry: Bioorganic Compounds, 3 cr. 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. Lecture 3 hours. Prereq.: CHEM-232.

CHEM-349 Organic Synthesis, 3 cr. A systematic approach to the synthesis of complex organic compounds will be developed. The retrosynthetic approach will be taken, with a final target molecule being the goal of the synthesis. It will be taken apart, step-by-step to arrive at reasonable starting materials for the synthesis. Availability and expense of potential starting materials, necessity of protecting groups, and production of isomeric and/or stereoisomeric mixtures will be among the points of consideration for each synthesis. Lecture 3 hours. Prereq.: CHEM-347.

CHEM-350 Principles of Toxicology, 3 cr. This course offers an introduction to the basic principles of the broad field of toxicology. The mechanisms involved in what constitutes a toxic response will be explored, including examples of toxic chemicals targeting specific biochemical pathways in the human body. Major groups of toxic chemicals, such as pesticides, metals, solvents, vapors, radiation and radioactive materials, and animal venoms and poisons, will be surveyed. Also addressed are the applied areas of food, forensic/analytical, and occupational toxicology. Prereq.: CHEM231 with a minimum C grade.

CHEM-353 Principles Pharmacology, 3 cr. This course will focus on the action of drugs on major organ systems, including the nervous, cardiovascular, gastrointestinal, respiratory, and reproductive systems, as well as drugs for cancer, infectious, and inflammatory diseases. It also covers pharmacokinetics, drug - receptor interactions, and drug metabolism for these categories of therapeutic agents. Prereq.: CHEM-231 with a minimum grade of C.

CHEM-355 Principles of Medicinal Chemistry, 3 cr. This course offers an introduction to the principles of drug design and the molecular mechanism by which drugs act on the human body. It covers basic structure and function of drug targets, lead compound identification, and optimization of drug-target interaction and improvement of pharmacokinetic properties of drugs. Tools in the modern drug discovery and development such as high-through-put synthesis and screening, structure–activity relationships, and computer-aided drug design will be also addressed. Lecture 3 hours. Prereq.: CHEM-231 with a minimum grade of C.

CHEM-357 Chemical Kinetics, 3 cr. The study and evaluation of various theories of reaction rates and mechanisms of chemical reactions. Lecture 3 hours. Prereq.: CHEM-311. CHEM-360 Physical Chemistry I Seminar, 1 cr. Enrichment Seminar accompanying CHEM 311. Students do problem solving in collaborative groups on material derived from and supplementing Physical Chemistry I to gain a deeper understanding of concepts and applications. Prereq: restricted to students taking CHEM-311 concurrently.

CHEM-361 Physical Chemistry II Seminar, 1 cr. Enrichment Seminar accompanying CHEM 312. Students do problem solving in collaborative groups on material derived from and supplementing Physical Chemistry II to gain a deeper understanding of concepts and applications. Prereq: restricted to students taking CHEM-312 concurrently.

CHEM-365 Internship in Chemistry I, 6 cr. 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. Prereq.: Independent Studies require the approval of the instructor, department chair and the College Dean.
CHEM-366 Internship in Chemistry II, 6 cr. Continuation of CHEM-365. Prereq.: Independent Studies require the approval of the instructor, department chair and the College Dean.
CHEM-390 Seminar in Chemistry, 1 cr. Critical review of research presented by visiting university and industrial chemists, and student preparation and presentation of original and library chemical research topics. Prereq. or linked course.: CHEM-311.
CHEM-391Chemistry Capstone Seminar, 3 cr. Critical review of research presented by visiting university and industrial chemists, and student preparation and presentation of original and library research topics. The course will also explore issues related to becoming a morally responsible scientist and will include ethical problem solving. Lecture 4 hours. Prereq.: pre- or co- requisite CHEM-311.
CHEM-399 Undergraduate Research, 3 cr. Original laboratory research conducted with a faculty member. The course will usually require some library research, 10-12 hours per week laboratory work, and the preparation of a formal, typed report. The course is useful for those students seeking recognition under the guidelines authorized by the American Chemical Society. Prereq.: pre- or co- requisite CHEM-311, and either CHEM-330 or CHEM-331.
CHEM-401 Carbohydrates, 3 cr. Structure, stereochemistry, and reactions of monosaccharides, disaccharides, oligosaccharides, and polysaccharides. Lecture 3 hours. Prereq.: graduate standing and CHEM-312.
CHEM-402 Organometallic Chemistry, 3 cr. 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. Lecture 3 hours. Prereq.: graduate standing, CHEM-312 and CHEM-316.
CHEM-403 Physical Methods of Organic Chemistry, 3 cr. 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. Lecture 3 hours. Prereq.: graduate standing and CHEM-312.
CHEM-404 Chemical Thermodynamics, 3 cr. 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. Lecture 3 hours. Prereq.: graduate standing and CHEM-312.
CHEM-405 Quantum Chemistry, 3 cr. 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. Lecture 3 hours. Prereq.: graduate standing and CHEM-312.
CHEM-406 Coordination Chemistry, 3 cr. Scope of transition metal coordination complexes, coordination number and structure, ligand types, isomerization, complex stability, bonding, reaction mechanisms, magnetic moments. Lecture 3 hours. Prereq.: graduate standing, CHEM-316 and CHEM-312.
CHEM-407 Symmetry in Chemistry, 3 cr. 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. Lecture 3 hours. Prereq.: graduate standing and CHEM-312 or PHYS-336.
CHEM-408 Independent Study in Chemistry, 3 cr. Research in a particular area of chemistry under faculty supervision. Prereq.: Independent Studies require the approval of the instructor, department chair and the College Dean.
CHEM-409 Thesis Seminar: Chemistry, 6 cr. Guidance of students conducting research and writing a thesis to fulfill the requirements for the Master of Science degree in Chemistry. Prereq.: acceptance to master's degree candidacy in chemistry and invitation by the department to prepare a research thesis.

CHEM-411 Organic Reaction Mechanisms, 3 cr. Reaction pathways in organic chemistry including isotope effects, linear free energy relationships, stereochemistry, configurational analysis, and pericyclic reactions. Lecture 3 hours. Prereq.: graduate standing and CHEM-312.
CHEM-412 Reaction Kinetics, 3 cr. 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. Lecture 3 hours. Prereq.: graduate standing and CHEM-312.
CHEM-413 Modern Inorganic Chemistry, 3 cr. 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. Lecture 3 hours. Prereq.: graduate standing and CHEM-316.
CHEM-414 AdvancedAnalyticalChemistry,3cr. Electronic and computer-instrument interface, practical aspects of modern instrumental techniques based on various methods of optical spectroscopy and chromatography. Lecture 3 hours. Prereq.: graduate standing and CHEM-331 or consent of instructor.
CHEM-416 Nanoscience, 3 cr. This course introduces the students to the modern field of nanoscience and develops concepts and methodology for creation of new functional nanomaterials. Emphasis is put on the molecular self-assembly approach. The methods of film deposition, lithography, chemical synthesis and atom optics are covered as well. Scanning probe microscopy is introduced as a method of choice for studying and building nanoscale materials. Applications in the field of electronic devices and nanomedicine are discussed.
CHEM-420 Selected Topics in Chemistry, 3 cr. Topics of current interest. Consult the Schedule of Classes for specific topics. Lecture 3 hours. Prereq.: graduate standing.
CHEM-431 Separation Methods, 3 cr. Review of thermodynamic and kinetic parameters as they impact on selectivity and efficiency of separation process, classification and application of modern chromatographic techniques. Lecture 3 hours. Prereq.: graduate standing and CHEM-331 or consent of instructor.
CHEM-450 Gas Chromatography, 3 cr. Principles and instrumentation, including classification and methods for selection of stationary phases, optimization of operational parameters, and various detection systems. Separation techniques prior to analysis, applications, and hyphenated methods will be discussed. Lecture 3 hours. Prereq.: graduate standing, CHEM 331, or consent of instructor.
CHEM-451 Liquid Chromatography, 3 cr. Review of thermodynamic and kinetic parameters as they impact on selectivity and efficiency of liquid chromatographic separations. Classification of mobile phases, including selection and ways to improve resolution. Principles of conventional liquid chromatographic techniques and their applications, including hyphenated methods. Lecture 3 hours. Prereq.: graduate standing, CHEM 331, CHEM 450, or consent of instructor.
CHEM-455 Method Development and Validation in Liquid Chromatography, 3 cr. Systematic approaches to the successful development of HPLC-based analytical methods and their optimization. Practical tools based on the use of computer simulation in method development. HPLC-methods validation presented on the basis of the currently accepted United States Pharmacopeia terminology. Prereq.: CHEM-451
CHEM-456 Advanced Chromatographic Methods, 3 cr. Principles, methods and applications of various advanced chromatographic techniques of interest to the analytical chemist, including such chromatographic methods as chiral separations, ligand exchange chromatography, capillary electrophoresis, micellar chromatography, micellar electrokinetic capillary chromatography, and supercritical fluid chromatography. Lecture 3 hours. Prereq.: CHEM 451 or consent of instructor

CHILD ADVOCACY STUDIES

Minor in Child Advocacy Studies (18 cr. hrs.)

Core Faculty
Rachel Birmingham, Ph.D., Assistant Professor, Justice Studies
Susan Auman, M.S.W., Instructor, Social Work
Shelley Bannister, J.D., Ph.D., Professor, Justice Studies & Women's Studies
Catherine Korda, M.S.W., Instructor, Justice Studies
Christopher Merchant, Ph.D., Assistant Professor, Psychology

The Child Advocacy Studies minor provides students with knowledge and skills to deliver high quality services to infants, children, youth and their families. The program's goal is to prepare emerging practitioners to work effectively within various child-serving organizations and institutions. The program includes a focus on immigrant children and their families as well as children who are at risk or who have been impacted by violence and trauma. It also includes collaborative relationships with community-based providers that directly serve children and their families, and with advocates for equitable access to programs and services.

Minor Requirements
To earn a CAST minor students must complete six classes (18 cr.) as follows: four required courses (12 cr.), and two electives (6 cr.) drawn from the list of approved courses below. While completing the final required course, CAST-304: CAST Internship Seminar, students work 80 hours in the field at a site that has been approved by the CAST advisor.

Core Courses Required for Minor:

CAST courses	9 cr.
CAST-304 CAST Internship Seminar	3 cr.
Approved Electives*	6 cr.
	Total 18 cr.

* Approved Electives are chosen from the selected interdisciplinary list of courses shown below.

The program will accept one elective course (3 cr.) from another college or university toward the minor, subject to the approval of the advisor.

COURSE OFFERINGS:
CAST-301 Introduction to Child Advocacy Studies (CAST), 3 cr. This course provides a survey of the emerging field of Child Advocacy Studies, which researches and seeks remedies for the maltreatment of children and youth, including specific acts of violence and neglect, in the context of the pernicious effects of racism, poverty, sexism, and heterosexism, including the unique problems faced by immigrant and displaced children. The course examines the various economic, political, social and cultural circumstances that may contribute to the abuse and maltreatment of children and youth. It also teaches students about the strategies and tactics used by various local governmental and nongovernmental agencies, courts and medical establishments to address these problems.
CAST-302 Psychosocial Advocacy for Developmental Maladjustment, 3 cr. This course is designed to provide the student with a survey of the various psychosocial, developmental, and public health difficulties that are faced by children and adolescents with specific focus on prevention and intervention strategies that are being employed by mental health and social service professionals at both community and societal levels. This course will also introduce the student to the ways that prevention/intervention strategies are developed, employed, and evaluated. Prereq.: CAST 301 or permission of Instructor.

CAST-304 CAST Internship Seminar, 3 cr. The focus of the CAST seminar course is to increase the student's sense of confidence in practicing as beginning level practitioners. This goal is achieved by building the student's awareness of her/his own strengths and limitations as a worker, along with the integration of knowledge, values and skills used in the generalist approach to practice with children, adolescents, and their families. Utilizing a collaborative supervision model, this experiential course supports students in achieving further mastery in the knowledge and skills obtained throughout the CAST coursework. Prereq.: CAST-301, 302 and 303, and permission of the instructor.

Approved Electives
In consultation with the CAST coordinator, select two classes from the following list. NOTE: Students may take two electives in the same field as their major or another minor and have them count for both programs.

Justice Studies
JUST-318 Gangs in Chicago
JUST-321 Violence Against Women
JUST-326 Juvenile Justice System

Psychology
PSYC-210 Parenting
PSYC-215 Child Psychology
PSYC-315 Advanced Child Psychology
PSYC-318 Psychopathology Of Childhood
PSYC-319 Child Development in Cross Cultural Perspective
PSYC-320 Adolescent Psychology
PSYC-322 Emotional Disturbances of Adolescence

Social Work
SWK-301 Social Work and the Law
SWK-307 Services to Children & Adolescents
SWK-308 Social Work Practice with Immigrants & Refugees
SWK-312 Women and Social Work
SWK-314 Social Work Advocacy
SWK-320 Domestic Violence Social Work: Theory and Practice

Sociology
SOC-105 Women, Men and Social Change
SOC-329 Sociology of Violence
SOC-332 Sociology of Education
SOC-340 Sociology of Sexualities
SOC-358 Sociology of Youth & Youth Culture

Women's and Gender Studies
WGS-150 Women's Self Defense

COMMUNICATION, MEDIA and THEATRE
Katrina E. Bell-Jordan, Ph.D., Professor, Chair

Tony Adams, Ph.D., Associate Professor
Wilfredo Alvarez, Ph.D., Assistant Professor
Richard Helldobler, Ph.D., Professor
Rodney Higginbotham, M.F.A., Professor
Kristin Hunt, Ph.D., Assistant Professor
Cyndi Moran, M.F.A., Professor
Seung-Hwan Mun, Ph.D., Associate Professor
Shayne Pepper, Ph.D., Assistant Professor
Nanette Potee, Ph.D., Associate Professor
Edie Rubinowitz, M.P.A., Associate Professor
Angela Sweigart-Gallagher, Ph.D., Assistant Professor

The Department of Communication, Media and Theatre offers courses leading to the degrees of Bachelor of Arts and Master of Arts. Communication, Media and Theatre are inextricably linked with their foundation in the study of communication in a variety of contexts. Students majoring in these areas will learn to become more proficient in the theory and practice of communication, media and theatre arts, while developing an appreciation of differing values and perceptions of the world in which they live.

UNDERGRADUATE PROGRAMS
The Department of Communication, Media and Theatre 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 Communication, Media or Theatre, or by choosing to complete a minor in one of these areas.

A major may be declared by obtaining the appropriate form in the Department office, FA-240. At the time of declaring a major or minor in the Department of Communication, Media and Theatre, the student will be assigned an academic advisor from the Department faculty.

Major in Communication, Media and Theatre for the Bachelor of Arts Degree (38 cr. hrs.)
Required Courses:

Required: (9 cr.)

CMTC-101 Public Speaking	3 cr.
CMTC-200 WIP: Theories of Communication, Media and Theatre	3 cr.
CMTC-202 Voice and Diction	3 cr.

Required: Communication offering (3 cr.) from the following:

CMTC-213 Interpersonal Communication	3 cr.
CMTC-214 Business and Professional Communication	3 cr.
CMTC-215 Small Group Communication	3 cr.

Required: Media offering (3 cr.) from the following:

CMTM-205 Fundamentals of Media Writing	3 cr.
CMTM-260 Introduction to Video Production	3 cr.
CMTM-265 Mass Media and Society	3 cr.

Required: Theatre offering (3 cr.) from the following:

CMTT-130 Introduction to Theatre	3 cr.

CMTT-221 Acting 1	3 cr.
CMTT-240 Stagecraft	3 cr.

Required: Theatre Practicum (2 cr.) from the following:

CMTT-139 Theatre Practicum 1 (1 cr. - may be taken twice	1 cr.
CMTT-239 Theatre Practicum 2 (2 cr. - fulfills requirement	2 cr.

Electives in Communication, Media and Theatre (18 cr.)

(Including at least 12 credit hours at the 300 level	18 cr.
	Total 38 cr.

Minor in Communication, Media and Theatre (21 cr. hrs.)
Required: One Introductory Course (choose one; 3 cr.)
CMTC-101 Public Speaking
CMTC-202 Voice and Diction

Required: One Communication Course (choose one; 3 cr.)
CMTC-213 Interpersonal Communication,
CMTC-214 Business and Professional Communication
CMTC-215 Small Group Communication

Required: One Media course (choose one; 3cr.)
CMTM-205 Fundamentals of Media Writing,
CMTM-260 Introduction to Video Production
CMTM-265 Mass Media and Society

Required: One Theatre course (choose one; 3 cr.)
CMTT-130 Introduction to Theatre,
CMTT-221 Acting I
CMTT-240 Stagecraft

Electives: Three 300-level electives in CMT (9 cr.)

Minor in Communication (18 cr. hrs.)
Core Required Course (3 cr.)
CMTC-100 Introduction to Communication

Required: One 200-level course from the following (3 cr.)
CMTC-213 Interpersonal Communication
CMTC-214 Business and Professional Communication
CMTC-215 Small Group Communication

Required: One 300-level course from the following (3 cr.)
CMTC-313 Communication, Gender and Identity
CMTC-314 Organizational Communication
CMTC-315 Leadership Communication*
Electives: Three CMT electives (9 cr.)

Two (CMTC) 300-level courses
One (CMTC) any level course
* CMTC-215 prerequisite

Minor in Media (18 cr. hrs.)
Required Courses:

Required: (6 cr.)

CMTM-160 Art of Film and Video	3 cr.
CMTM-265 Mass Media and Society	3 cr.

Required: Production/Writing (3 cr.) from the following:

CMTM-205 Fundamentals of Media Writing	3 cr.
CMTM-260 Introduction to Video Production	3 cr.
CMTM-360 Advanced Video Production*	3 cr.
CMTM-361 Digital Video Editing	4 cr.
CMTM-362 Video Production Workshop*	3 cr.
CMTM-364 Writing for Media	3 cr.
CMTM-366 Multimedia Storytelling****	3 cr.
CMTM-367 News Writing**	3 cr.

Required: Content/Theory (3 cr.) from the following

CMTM-363 Documentary Film	3 cr.
CMTM-365 Contemporary Issues in Mass Media	3 cr.
CMTM-370 Public Relations	3 cr.
CMTM-371 American Cinema I	3 cr.
CMTM-372 American Cinema II	3 cr.
CMTM-373 World Cinema	3 cr.
CMTM-376 Television History	3 cr.
CMTM-377 Gender and Media	3 cr.

Required: Media Electives (6 cr.)

1 any-level CMTM Media elective	3 cr.
1 300-level CMTM Media elective	3 cr.
	Total: 18 cr.

*CMTM 260 prerequisite
**CMTM 205 prerequisite
***CMTM 265 prerequisite
****CMTM 250 or CMTM 260 prerequisite

Minor in Journalism (18 cr. hrs.)
Required Courses (9 cr.)
CMTM-105 Introduction to Journalism
CMTM-205 Fundamentals of Media Writing
CMTM-367 News Writing*

Required: One Production course (choose one; 3 cr.)

CMTM-250 Introduction to Audio Production
CMTM-260 Introduction to Video Production
CMTM-361 Digital Video Editing**

Required: One Media Literacy/Ethics course (choose one; 3 cr.)
CMTM-265 Mass Media and Society
CMTM-378 New Media Technologies
CMTM-365 Contemporary Issues in Mass Media ***
CMTM-379 Media Law and Ethics

Required: One Applied Skills course (choose one; 3 cr.)
CMTM-368 Community Media
CMTM-366 Multimedia Storytelling****
CMTC-383 Professional Internship*****
CMTM-386 Seminar in Professional Experience*****

*CMTM-205 prerequisite
** CMTM-260 prerequisite
*** CMT-265 prerequisite
**** CMT-250 or CMTM-260 prerequisite
***** Application process required

Minor in Theatre (18 cr. hrs.)
Required: Performance (6 cr.) from the following:
CMTT-221 Acting I (3 cr.) OR CMTT-321 Acting II* (4 cr.)
CMTT-345 Directing
CMTT-347 Playwriting
CMTT-350 Children's Theatre Workshop: Elementary OR
CMTT-351 Children's Theatre Workshop: Middle & High School
CMTT-359 Experimental Theatre
CMTT-393 Creative Dramatics

Required: Design/Technical Theatre (3c.) from the following:
CMTT-240 Stagecraft
CMTT-249 Makeup
CMTT-340 Set Design
CMTT-341 Lighting Design**
CMTT-342 Costume Design**
CMTT-343 Stage Management**

Required: Literature/History (6 cr.)
One Course from Theatre History (3 cr.)
CMTT-331 History of Theatre 1
CMTT-332 History of Theatre 2
CMTT-333 Contemporary Theatre

One Course from Dramatic Literature (3 cr.)
CMTT-334 Special Topics in Drama

CMTT-335 American Social Problem Plays
CMTT-336 Realism and Naturalism
CMTT-337 Women Playwrights
CMTT-338 Melodrama
CMTT-346 American Musical Theatre

Required: Theatre Elective (3c.)
One (CMTT) any level course

***CMTT-221 or equivalent prerequisite**
****CMTT-130 prerequisite**

Students interested in a CMT major or minor should consult with the Department chairperson.

GRADUATE PROGRAM
Master of Arts in Communication, Media and Theatre (30 cr. hrs.)
This graduate program is designed to provide advanced study of communication research and the principles and practices of communication, media and theatre, for teachers of communication 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. All newly admitted students begin coursework in the fall semester.

Minimum Requirements for Admission to the Program:
Students must fulfill the requirements for admission to the College of Graduate Studies and Research, before admission into the CMT graduate program can be considered. Applicants are required to have completed 15 undergraduate credit hours (a minimum of 9 credit hours at the advanced (300 or above) undergraduate level in Communication, Media or Theatre at an accredited institution of higher education with a B average. Applicants will also be asked to submit a writing sample and participate in an interview. Such students must satisfy these requirements prior to being admitted into the program. All final admission decisions rest with the CMT faculty.

Students at large will only be authorized to enroll in graduate-level courses with approval of the graduate advisor and the course instructor.

Requirements for the Degree:
30 credit hours are required in consultation with the graduate 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 Communication, Media and Theatre.

Required Courses: (30 cr. hrs.)

Core courses (15 cr. hrs.)

CMTC-401 Introduction to Graduate Study	3 cr.
CMTC-402 Seminar in Research Methods	3 cr.
CMTC-404 Communication Theory	3 cr.
CMTT-430 Dramatic Theory	3 cr.
CMTM-465 Mass Communication Theory	3 cr.
Electives selected from 400-level courses in Communication, Media and Theatre	15 cr.

Total 30 cr.

In addition to coursework, students must (a) take comprehensive exams, or (b) apply to write a thesis, in order to graduate. Theses must have the approval of the appropriate graduate committee. Students should enroll in CMTC-499, Thesis Seminar (6 cr.) The course counts towards the requirement of 400-level electives. Students may enroll one time only.

Students who complete a thesis must pass an oral examination on topics included in the thesis.

Further information will be provided upon acceptance into the program. Please contact the CMT Graduate Advisor for current information about CMT Graduate Course offerings.

COURSE OFFERINGS

Communication

CMTC-100 Introduction to Communication, 3 cr. 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.

CMTC-101 Public Speaking, 3 cr. 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.

CMTC-200 WIP: Theories of Communication, Media and Theatre, 3 cr. This course is a writing intensive experience, designed to introduce students to the functions and applications of various theories in communication, media and theatre. Students will gain an understanding of the foundations of these disciplines; recognize the broad categories of theoretical perspectives, such as humanistic, social scientific and critical; and evaluate the contributions of various theories in interpersonal, rhetorical, organizational, media, dramatic and intercultural contexts. This course includes formal (graded) and informal writing exercises of varying length and complexity, including but not limited to: free-writing, reading responses, and article critiques, as well as more advanced analysis and application papers. The WIP course is not transferable and must be taken at NEIU. Prereq.: ENGL-101 minimum grade of C.

CMTC-201 Introduction to Semantics, 3 cr. 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.

CMTC-202 Voice and Diction, 3 cr. Emphasis on improving voice quality, volume, projection, rate, articulation, and pronunciation.

CMTC-210 Advanced Public Speaking, 3 cr. Concentrated study of public speaking and research for public speech, with attention to speech criticism and providing experience in various types of public speaking. Students will videotape selected talks for critique.

CMTC-211 Argument Theory and Practice, 3 cr. Study of the structure of argument, facilities of reasoning, and evidence. Practice in argumentation in small group, interpersonal, and public settings. Prereq.: CMTC-101 or CMTC-215.

CMTC-213 Interpersonal Communication, 3 cr. Study of how humans interact through the use of verbal and nonverbal symbols. Through participation and involvement, students explore communication as a process and examine messages, meanings, feedback, nonverbal elements, listening, barriers and breakdowns as they affect communication.

CMTC-214 Business and Professional Communication, 3 cr. 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.

CMTC-215 Small Group Communication, 3 cr. In-depth study of discussion as a tool of group problem solving. Extensive participation in small-group experience.
CMTC-300 Mediated Communication, 3 cr. This is an investigation of the effects media and technologies have on social interaction and communication behaviors such as speaking, listening, understanding, and interpreting.
CMTC-301 Nonverbal Communication, 3 cr. Experiencing, analyzing, and evaluating non-verbal messages in experimental communication situations.
CMTC-306 (Title Varies) Studies in Communication, 3 cr. Group study of a selected topic in the field of communication under the guidance of a staff member who specializes in the topic. Consult the Schedule of Classes for specific topics.
CMTC-308 Independent Study in Communication, 3 cr. Individual investigation into a topic of the student's choice. Prereq.: This course requires approval of the instructor, Department Chair, and the appropriate College Dean(s).
CMTC-310 Persuasion, 3 cr. Contemporary theories and practices of persuasion; practice in preparing and judging persuasive messages. Analysis and evaluation of persuasive messages in society from the used car lot to the presidential campaign.
CMTC-313 Communication, Gender and Identity, 3 cr. Investigation of the effects of gender roles on communication behaviors, such as naming behavior, language acquisition, professional orientation, conflict management, self-image, dress and social roles.
CMTC-314 Organizational Communication, 3 cr. Evaluation of organizational communication climate and information flow-network analysis. Implementation of field research methodology to assess the communication practices of an organization.
CMTC-315 Leadership Communication, 3 cr. 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. Prereq.: CMTC-215 or consent of instructor.
CMTC-316 Family Communication, 3 cr. 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.
CMTC-317 Intercultural Communication, 3 cr. An introduction to different philosophies for understanding intercultural communication. This course will examine intercultural communication theories and concepts. Students will look at their own culture and that of several different countries around the world. They will analyze environmental, religious, philosophical, social and political structures and how these reflect and/or affect both verbal and nonverbal communication.
CMTC-318 Communication and Consulting, 3 cr. Examination of requirements, procedures, communication topic areas and levels of expertise needed for communication consulting with businesses, professional associations and governmental agencies. Prereq.: CMTC-214 or consent of instructor.
CMTC-319 Communication and Conflict, 3 cr. Examination of the communication involved in managing interpersonal and organizational conflict, with attention to the theories and research related to conflict management.
CMTC-322 Rhetorical Theory and Criticism, 3 cr. Rhetorical theories from the modern era with attention to principal figures and critical methods. Prereq.: junior standing or consent of instructor.
CMTC-324 Rhetoric of Protest and Reform, 3 cr. 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 Harrison, Carry Nation, Eugene V. Debs, Harry Truman, and Martin Luther King. Prereq.: junior standing or consent of instructor.

CMTC-328 Rhetoric – Selected Studies, 1 cr. In-depth study of a particular rhetorical figure, tradition, or period. Emphasis placed on the impact of rhetorical communication in a specific social, cultural or historical context. Prereq.: junior standing or consent of instructor.
CMTC-329 Health Communication, 3 cr. This course is designed to provide an introduction to communication processes in various health care contexts. The course will integrate interpersonal, small group, organizational, and mass communication theory and research into a survey of areas such as communication between patients and caregivers, the role of culture in health practices, images of health in the mass media, and new directions in health communication technologies.
CMTC-330 Communication Research Methods, 3 cr. An introduction to the principles and methods of social scientific research as they relate to the antecedents, processes and outcomes of communication behaviors. This course is intended to cultivate skills necessary for interpreting and critically evaluating research results and for designing research projects. Topics include forming research questions and hypotheses, reviewing and critiquing literature, applying quantitative and qualitative research techniques, coding and analyzing observations, and writing research reports. Prereq.: a minimum of nine(9) 300-level credit hours completed in Communication, Media and Theatre or a related social science discipline, graduate standing, or consent of instructor.
CMTC-383 Professional Internship 1, 3 cr. 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. Prereq.: Application must be made to the internship department in advance.
CMTC-384 Professional Internship 2, 6 cr. (See CMTC-383 for description.)
CMTC-385 Professional Internship 3, 9 cr. (See CMTC-383 for description.)
CMTC-386 Professional Experience Seminar, 3 cr. The course will provide students with an opportunity to work in a professional communication, media or theatre position while examining the experience with a faculty member and their peers. For many students, a professional placement is a new, unfamiliar experience with a set of demands that are distinct from the academic world. This course will allow students to earn credit for an internship in their desired field, while enhancing their professionalism through discussion and reflection. Consent of the instructor is required.
CMTC-400 Special Topics in Communication, 3 cr. This special topics course provides graduate students the opportunity to study in depth a particular area (e.g., intercultural, group, gender, family, organizational, interpersonal), topic (e.g., identity and difference, intimacy and desire, corporate consulting, political rhetoric), or method (e.g., rhetorical criticism, auto/ ethnography, content analysis) of communication. The focus will be on critically examining foundational and contemporary works that advance the theory, research and practice about this area, topic or method. Prereq.: graduate standing.
CMTC-401 Introduction to Graduate Study, 3 cr. Problems, methods and resources involved in graduate study and research in all areas of communication, media and theatre. Prereq.: graduate standing.
CMTC-402 Seminar in Research Methods, 3 cr. An introduction to the principles and methods of Communication, Media and Theatre research. This course is intended to cultivate skills necessary for interpreting and critically evaluating research results and for designing research critiquing literature, applying quantitative and qualitative research techniques, coding and analyzing observations, and writing research reports. *Prereq: Graduate standing*
CMTC-404 Communication Theory, 3 cr. An analysis of communication theories, including the nature of theories, message design and reception. Course covers a broad range of theories in the communication discipline, including both humanistic and social scientific approaches. Nonetheless, particular theories analyzed each semester will vary, depending on the instructor. Prereq.: graduate standing.
CMTC-414 Seminar In Organizational Communication, 3 cr. This course will provide an advanced look at the major elements of organizational theory that 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

communication today. We will examine the theories that direct the reality of organizations and how much of that reality is managed for the purposes of controlling individuals, whether overtly or symbolically. Prereq.: graduate standing.

CMTC-416 Seminar in Interpersonal Communication, 3 cr. This is a seminar exploring the basic themes, concepts and debates in research on personal relationships. Students will learn to critically analyze theory and research about relationships. The course requires a major paper on one particular facet of communication in personal relationships. Prereq.: graduate standing.

CMTC-418 Seminar—Research Problems in Group Communication, 3 cr. Review of research scholarship in group communication; completion of an original research study. Prereq.: graduate standing.

CMTC-434 Independent Study in Communication, 3 cr. Individual investigation into selected topics in the theory and practice of communication. This course requires approval of the instructor, Department Chair, and the appropriate College Dean(s). Prereq.: graduate standing.

CMTC-499 Thesis Seminar, 6 cr. Guidance of student work toward the completion of a thesis to fulfill the requirements for the Master of Arts degree in Communication, Media and Theatre. This course requires approval of the instructor, Department Chair, and the appropriate College Dean(s). Prereq.: Approval of the graduate advisor.

Education

CMTE-490 Instructional Communication, 3 cr. Selected topics in methods and materials related to speaking and listening; instructional problems relative to type of programs, trends in instruction, sources, resources and research. Individual projects will adapt resources and methodology to a particular type of school and classroom, such as the inner city. Prereq.: graduate standing.

CMTE-492 Teaching College Speech, 3 cr. Study of the tasks of the college speech teacher; philosophy, objectives, materials and methods of instruction, speech curricula and departmental operations; professional interrelationships in the community. Prereq.: graduate standing.

Media

CMTM-105 Introduction to Journalism, 3 cr. This survey course introduces students to the field of journalism, its basic concepts, processes and practices. It is intended as a guide to the workings of the journalism industry, including its various branches, the basis of news judgment, and the nature of journalism in the era of new media. Its hands-on approach is designed to provide a theoretical as well as "real world" understanding of the news and application of principles related to the production and dissemination of the news.

CMTM-109A (FYE) Chicago on Video: One Pixel at a Time, 3 cr. In this course, the five foundations of the First-Year Experience (Future Planning, Integral Preparation, Research, Self-discovery and Transitions) are interwoven with the field-specific concepts and terminology of video production. Students in this dynamic, hands-on class will turn the lens on other students engaged in hands-on learning....producing children's theatre, testing water samples, conducting fieldwork, examining issues of social justice...and get a taste of both documentary production and advanced undergraduate coursework at NEIU. Students will also get to explore uses of video at the community level - from high school students covering sports events, to local immigrants keeping their cultural ties alive.

CMTM-160 The Art of Film and Video, 3 cr. 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.

CMTM-165 Broadcasting and New Media, 3 cr. 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.

CMTM-205 Fundamentals of Media Writing, 3 cr. This course helps students solidify grammar and writing skills so they can enter the competitive field of media. It focuses on punctuation and spelling issues and introduces the "Bible" of the print media, The Associated Press Stylebook. Fundamentals of Media Writing picks up where the Introduction to Journalism, CMTM-105, leaves off, by moving students from talking about and analyzing journalistic writing, to learning the basic tools to begin practicing the profession. The course serves as a skill-building foundation and prerequisite for the News Writing class, CMTM-367.
CMTM-208 Media Laboratory, 1 cr. Participation in various phases of production and management for either on campus or off-campus radio, television, or film activities. Communication, Media and Theatre majors may repeat this course once for laboratory credit towards graduation requirements only. Prereq.: consent of instructor.
CMTM-250 Introduction to Audio Production, 3 cr. This course introduces students to the process of audio production. The course also explores sound as an industry and an art form, as well as a tool of self-expression and of storytelling. Through a series of production exercises, working individually and in groups, the student becomes familiar with the process of audio production from concept to field recordings, to scripting and editing, to producing and mixing and then to sharing the finished work with others.
CMTM-260 Introduction to Video Production, 3 cr. This class will introduce students to the principles and practices of digital video production, with an emphasis on single camera field production and digital, non-linear editing. Aesthetics and conventions of television programs, independent/art videos, and documentaries will also be examined.
CMTM-265 Mass Media and Society, 3 cr. Development and problems of the media; the history, regulation, and social and economic implications of the media; American media systems and their relation to the media's cultural content and function.
CMTM-310 Independent Study in Mass Media, 3 cr. Individual investigation into a topic of the student's choice. Prereq.: This course requires approval of the instructor, Department Chair, and the appropriate College Dean(s).
CMTM-3111-6 Fieldwork in Video Production, 1-6 cr. Academic credit (1-6 cr.) for guided video production fieldwork. Reserved for students who have been invited to participate in documentary, narrative, experimental, commercial, or other relevant and typically off-campus field production opportunities. Student enrolls with media faculty who directs project and oversees student performance. Students will utilize research skills, apply principles learned in classroom, contribute meaningfully to a long-strand production, earn credit in a broadcast or higher-profile production, and explore career options. May be taken more than once, for a maximum of six credit hours. Prereq.: CMTM-260 and consent of instructor.
CMTM-360 Advanced Video Production, 3 cr. This hands-on class will expand students' understanding and application of the tools of video production. Student projects will primarily be individually produced, single camera video programs. We will screen many examples of video works, of a variety of genres and with an eye for the impact of the mode of transmission on the product. We will pay critical attention to audio for video, focus on the development of one's own "voice," and emphasize constructive criticism and revision. Prereq: CMTM-260.
CMTM-361 Digital Video Editing, 4 cr. This "hands-on" class will introduce students to the principles and practices of digital, non-linear video editing, using Avid Media Composer software. Aesthetics and conventions of film/video cutting, history and theories of editing, and technical aspects of editing will be examined. Students will use sample footage to edit, present and critique several projects and will edit a final piece using footage of their own choosing. Prereq: CMTM260 or consent of instructor.
CMTM-362 Video Production Workshop, 3 cr. In this intensive "hands-on" class students will produce TV news and feature "packages," bumpers and other material to form 2-4 episodes of the magazine-style, half-hour show Eye on Northeastern. We will work in small production teams, and students will write,

direct, shoot and edit their segments, rotating responsibilities. As a group we will screen and critique pieces produced in this class and others, create the finished shows from them, and organize and promote the screenings. Prereq.: CMT-MDIA-260.

CMTM-363 Documentary Film, 3 cr. Historical survey of the international non-fiction film, including creative films, anthropological films, and television journalistic documentaries. Prereq.: CMTM-160 recommended.

CMTM-364 Writing for Media, 3 cr. This revolving topics course provides exposure to a variety of writing topics and writing formats that will give students studying media the opportunity to develop in-depth written works in a workshop environment, with an emphasis on constructive criticism and revision. Consult the Schedule of Classes for specific topics.

CMTM-365 Contemporary Issues in Mass Media, 3 cr. Advanced study of the socio-psychological impact of the media upon contemporary society. Prereq.: CMTM-265.

CMTM-366 Multimedia Storytelling, 3 cr. This course will involve writing for various media platforms with practice in the multi-media creation of original works; experience in writing forms and content typical of various media and criteria for evaluating written work; discussion of career opportunities. Prereq.: CMTM-250 or CMTM-260.

CMTM-367 News Writing, 3 cr. This course will take students through the basics of news writing and reporting. The course will demand in-class writing assignments that will help students prioritize information and write with accuracy under deadline. Students will discuss and be tested on current affairs and evaluate a variety of news sources. Students will cover local events and generate story ideas. Prereq: CMTM-205.

CMTM-368 Community Media, 3 cr. The course will familiarize students with the important journalistic function uniquely served by community-based media, a function increasingly important in today's media landscape of centrally produced content controlled by fewer and fewer owners focused primarily on the economic needs of those owners and the advertisers. The course will introduce students to different forms of community media – print, video, audio, and new technologies – and how these contribute to the building of community.

CMTM-369 (Title Varies) Studies in Mass Media, 3 cr. This course provides exposure to a variety of media-related topics. Each course will focus on specific investigations of the history, concepts, and theoretical approaches to mass media. Students will explore and critique media texts discussed under each course title under this larger umbrella course. Consult the Schedule of Classes for specific topics.

CMTM-370 Public Relations, 3 cr. Examination of the history, development and practice of the public relations field, with attention to the planning, implementation and execution of public relations campaigns and the survey techniques and strategies used by public relations practitioners.

CMTM-371 History of American Cinema I, 3 cr. An investigation of the evolution of American narrative film history from its beginnings to the end of World War II. This course introduces students to the creative and technological developments in a given time period and exposes them to a variety of ways of analyzing American films. Films are investigated according to their historical, technological, aesthetic and ideological significance, as well as their genre placement. Prereq: CMTM-160 or consent of instructor.

CMTM-372 History of American Cinema II, 3 cr. An investigation of the evolution of American narrative film history from the end of World War II until the present. This course introduces students to the creative and technological development in a given time period and exposes them to a variety of ways of analyzing American films. Films are investigated according to their historical, technological, aesthetic and ideological significance, as well as their genre placement. Prereq: CMTM-160 or consent of instructor.

CMTM-373 World Cinema, 3 cr. An examination of the major influential film movements and filmmakers from around the world and their impact on the language of cinema. This course is intended to develop an understanding of the evolution of narrative film history by analyzing films according to their historical, technological, aesthetic and ideological significance. Prereq: CMTM-160 or consent of instructor.

CMTM-374 Studies in Film, 3 cr. This revolving topics course provides exposure to a variety of topics that will give students studying film the opportunity to engage in broader, as well as more in-depth investigations of the history, concepts, and theoretical approaches to film studies and the body of scholarship in this field. Consult the Schedule of Classes for specific topics. Prereq: CMTM-160 or consent of instructor. May not be taken for graduate credit.

CMTM-374A Studies in Film: American Horror Film, 3 cr. As one of the revolving topics in the Studies in Film course, this class will introduce the history, evolution, and important themes of the American horror film, serving as an overview of the genre and locating it in American historical, cultural, and literary contexts. Approaches will include close readings of films as well as psychoanalytic, ideological, and feminist analyses. A number of films and clips will be screened and discussed in the context of course readings.

CMTM-375 Hispanic Cinema, 3 cr. An introduction to some of the major contemporary films and filmmakers from Spain and Latin American countries. The course will not only analyze the artistic merits of the films, but also examine the social, economic, historical and political context within which they were created and how their themes are related to national identity, as well as international concerns. Prereq: CMTM-160 or consent of instructor. May not be taken for graduate credit.

CMTM-376 Television History, 3 cr. An overview of the cultural history of television from its origins in radio to cable and satellite communication, primarily in the U.S., but with some comparison to international contexts. Television programs are the primary focus, and will be used to explore topics such as technology, regulation, audience measurement, commercial and educational/public broadcasting, advertising, and programming strategies.

CMTM-377 Gender and Media, 3 cr. This course looks at theories and instances of gender differences as they are articulated in mass-mediated popular culture that is targeted to particular genders: romance novels, soap operas, and melodrama will be contrasted with sports, film noir, and action films. Beginning with early feminist theories of representations, the course will follow theoretical developments that include race, sexual representation, and masculinity, and will be especially concerned with theories of spectatorship and the gaze. Prereq: CMTM-160 recommended.

CMTM-378 New Media Technologies, 3 cr. This course explores emerging media technologies, including descriptions of the technologies, how their implementation affects existing media institutions, and social implications of the technologies. Emphasis is on historical perspectives on emerging media technologies in the global information society including digital audio-visual media, computers and consumer electronics, and various networking technologies. The course provides students with an understanding of the background, structure, functions, and current status for each technology. Emerging convergent media revolutionizing the global knowledge system will also be covered, including deregulatory policies, corporate mergers, and industrial restructuring.

CMTM-379 Media Law and Ethics, 3 cr. This course introduces students to the study of legal and ethical issues affecting U.S. mass media from journalistic and business perspectives. Specifically, the course will explore the legal and ethical responsibilities and rights of communicators and media professionals across various issues, including the First Amendment, defamation, privacy, newsgathering, regulation over media content, intellectual property rights, and regulation of electronic media and advertising industry. It will also help students think through media issues from a moral reasoning perspective by taking a variety of cases through an ethical framework.

CMTM-380A Topics in Television: Television Genres, 3 cr. Television Genres will cover a variety of scholarly approaches to the study of television programs. Genres can be studied for how they change over time, in response to cultural changes or economic exigencies. This course will take up theoretical questions of televisuality (the aesthetic conditions of the television text), and then focus on a number of particular genres. We will be primarily focusing on U.S. television, but there will be some attention to global questions, especially those of flow and format.

CMTM-383 Professional Internship 1, 3 cr. Professional activities in a selected field of media, performed and supervised at public or private facilities, corporations, businesses, agencies, etc. Prereq.: Application must be made to the department in advance.
CMTM-384 Professional Internship 2, 6 cr. (See CMTM383 for description.)
CMTM-385 Professional Internship 3, 9 cr. (See CMTM383 for description.)
CMTM-410 Independent Study in Media, 3 cr. Individual investigation into selected topics in theory and practice of media. Independent studies require the approval of the instructor, Department Chair and the appropriate College dean(s). Prereq: Graduate standing.
CMTM-465 Mass Communication Theory, 3 cr. This course is designed to investigate the concepts, ideologies, and resulting scholarship that are relevant to the study of mass communication. Students will study a variety of mass communication theories and will critically evaluate the merits of these perspectives. Students will develop research projects to further interpret and utilize mass communication theories. Prereq.: graduate standing.
CMTM-467 Special Topics in Film and Television , 3cr. This special topics course provides graduate students an opportunity to explore historical and theoretical approaches specific to studies of film and television. Special topics may include film history and theory, television history, national cinemas, genres, industrial technologies and trends, and issues of representation such as race, class, and gender. Prereq.: graduate standing and nine upper division credit hours in Communication, Media and Theatre, or consent of graduate advisor.

Theatre
CMTT-130 Introduction to Theatre, 3 cr. Survey of the components of theatrical experience and the function of the various contributors to theatrical production. Attendance at selected theatrical productions is required.
CMTT-139 Theatre Practicum 1, 1 cr. Practical, hands-on experience in all technical areas of theatre for main stage productions. Communication, Media and Theatre majors may repeat this course once for laboratory credit towards graduation requirements.
CMTT-203 Voice for the Stage, 3 cr. This course gives each student a method to improve his or her ability to articulate, project, develop resonance and meet the demands for the stage including dialects and Shakespearian speech.
CMTT-207 Interpreters' Laboratory, 1 cr. Participation in oral interpretation activities at local, regional, or national levels. Communication, Media and Theatre majors may repeat this course once for laboratory credit towards graduation requirements. Prereq.: CMTT 255 or written consent of instructor.
CMTT-220 Improvisation, 3 cr. Emphasis on mastering improvisational theatre games for both actor training and performance.
CMTT-221 Acting 1, 3 cr. 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.
CMTT-239 Theatre Practicum 2, 2 cr. Practical, hands-on experience in all technical areas of theatre for main stage productions.
CMTT-240 Stagecraft, 3 cr. An introduction to all aspects of backstage technical production.
CMTT-249 Makeup, 3 cr. Fundamentals of stage and television makeup for straight and character roles; emphasis on the application of makeup, historical periods and uses of masks.
CMTT-255 Performance of Literature, 3 cr. Development of intellectual and emotional responsiveness to prose, poetry and drama, and the ability to communicate effectively in performance.
CMTT-309 Independent Study in Theatre, 3 cr. Individual investigation into a topic of the student's choice. Prereq.: Independent Studies require the approval of the instructor, Department Chair and the appropriate College Dean.

CMTT-321 Acting 2, 4 cr. Refinement of skills developed in Acting 1 with emphasis on the use of improvisation to develop and project characters from standard plays. Prereq.: CMTT-221 or equivalent.
CMTT-331 History of Theatre 1, 3 cr. Chronological survey of the development of theatre and drama of the Western World from the early Greek festivals to the early Renaissance period.
CMTT-332 History of Theatre 2, 3 cr. Chronological survey of the development of theatre and drama of the Western World from the Renaissance period to the twentieth century.
CMTT-333 Contemporary Theatre, 3 cr. Survey of theatre and drama of the twentieth century. Prereq.: CMTT-130.
CMTT-334 Special Topics in Drama, 3 cr. 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 the history of dramatic literature. Consult the Schedule of Classes for specific topics.
CMTT-335 American Social Problem Plays, 3 cr. In-depth study of American plays in the 20th century that reflect the political and social changes in society. Plays will be analyzed in relation to the literary text, theatrical texts in their historical and social context, and social issues through literature.
CMTT-336 Realism and Naturalism, 3 cr. A survey of realism and naturalism in drama and theatre from the late 19th century to the present, covering major plays, playwrights and theatre practitioners.
CMTT-337 Women Playwrights, 3 cr. Chronological study and analysis of literary texts in historical and social contexts that are written by women, that deal with social issues about women, and are about women's rights.
CMTT-338 Melodrama, 3 cr. An exploration of melodrama as the dramatic form that dominated the nineteenth century stage in the United States. The course focuses on identifying the characteristics of melodrama and contemporaneous theatre practice, reading representative plays, and exploring the social and political issues of the day reflected in the plays.
CMTT-339 Theatre Practicum 3, 3 cr. Special assignment to specific positions such as stage management, direction, and dramaturge, among others. Prereq.: Consent of instructor.
CMTT-340 Set Design, 3 cr. Comprehensive study of the principles of scene design theory and practice. Prereq.:CMTT-130.
CMTT-341 Lighting Design, 3 cr. Comprehensive study of the principles of lighting design theory and practical application. Prereq.: CMTT-130.
CMTT-342 Costume Design, 3 cr. In-depth study of the basic design skills, identification of textiles, as well as analysis of dramatic texts for costuming and coordinating designs with a theatre production team. Prereq.: CMTT-130.
CMTT-343 Stage Management, 3 cr. In-depth study of the job of the Stage Manager, including production planning, prompt book design, scheduling and managing rehearsal time, and actually stage managing and calling a show. Prereq.: CMTT-130.
CMTT-345 Directing, 3 cr. Principles and techniques of the director's art. Prereq.: CMTT-130.
CMTT-346 American Musical Theatre, 3 cr. Survey of the development of the American musical theatre with consideration of the problems inherent in the production of musicals.
CMTT-347 Playwriting, 3 cr. 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.
CMTT-348 Advanced Stagecraft, 3 cr. Advanced methods in backstage technical production. Prereq.: CMTT 240.
CMTT-349 Summer Theatre, 3 cr. A laboratory class covering all phases of theatre production in conjunction with the production of a play script. Includes acting, directing, set and costume design, choreography, lighting, props, publicity, and theatre management as related to the production of a play script.

CMTT-350 Children's Theatre Workshop: Elementary, 3 cr. Survey of theatre for children from creative dramatics to theatre in the elementary schools. All significant facets of play production are covered in performance of an actual script.
CMTT-351 Children's Theatre Workshop: Middle & High School, 3 cr. Survey of theatre for children, from creative dramatics to theatre in the secondary schools. All significant facets of play production are covered in performance of an actual script.
CMTT-352 Interpretation of Poetry, 3 cr. Literary analysis and oral performance of lyric, narrative, dramatic poetry, and other presentational forms. Prereq.: CMTT-255.
CMTT-353 Interpretation of Prose, 3 cr. Literary analysis and oral performance of both fiction and non-fiction, including novels, short stories, essays, letters, diaries, travel literature, and biographies. Prereq.: CMTT-255.
CMTT-354 Interpretation of Drama, 3 cr. Literary analysis and performance of plays, emphasizing the solo reader performing a variety of roles. Prereq.: CMTT-255.
CMTT-355 Advanced Performance of Literature, 3 cr. Literary analysis of poetry and prose; presentation of individual and multiple performers. Prereq.: CMTT-255.
CMTT-357 Interpretation of Shakespeare, 3 cr. 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.: CMTT-255.
CMTT-358 Acting 3, 4 cr. Advanced methods in acting including analyzing language and approaching language problems in theatre production. Scene work is taken from classic dramas. Prereq.: CMTT-321 or equivalent.
CMTT-359 Experimental Theatre, 3 cr. Theory and practice of oral interpretation by groups including choric readings, reader's theatre, and chamber theatre.
CMTT-383 Professional Internship 1, 3 cr. Professional activities in a selected field of theatre, performed and supervised at public or private facilities, theatres, organizations, schools, etc. Prereq.:Application must be made to the department in advance.
CMTT-384 Professional Internship 2, 6 cr. (See CMTT-383 for description.)
CMTT-385 Professional Internship 3, 9 cr. (See CMTT-383 for description.)
CMTT-392 Integrating the Arts Across the Disciplines: Art as a Tool for Teaching and Training, 3 cr. This course instructs aspiring leaders in the fields of education, science, the arts, and business in utilizing the skills of collaboration, innovation, and project management employed across the disciplines as tools for teaching, training, creativity, and innovation. This experiential course delivers the fundamental concepts and pedagogy of creative leadership through field experience, guest interviews, and documentation projects.
CMTT-393 Creative Dramatics, 3 cr. This is a practical, process-oriented course designed to introduce students to techniques for using drama as a teaching tool. From 20th century techniques for using drama as a teaching tool in elementary and middle schools, to contemporary approaches to drama as a means of community engagement and social intervention with youth and adults, students will explore multiple methods for applying drama and theatre in a variety of pedagogical settings. Course assignments are hands-on and emphasize various techniques in a space conducive to developing increased proficiency, both individually and in groups.
CMTT-423 Independent Study in Theatre, 3 cr. Individual investigation into selected topics in methods and materials for dramatic activities. Prereq.: graduate standing.
CMTT-430 Dramatic Theory, 3 cr. Analysis of major theories of dramatic writing and dramatic production from Aristotle to Antonin Artaud and their influence upon theatre and drama. Prereq.: graduate standing.
CMTT-431 Comparative Performing Arts, 3 cr. Comparing various performing arts such as ballet, opera, drama, film and television as they present specific works. Attendance at performances required. Prereq.: graduate standing.

CMTT-432 Aesthetics of Theatre Production, 1 cr. 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. Prereq.: graduate standing.
CMTT-446 Theatre Management, 3 cr. Managerial policies and practices in educational and community theatres with emphasis upon common problems and solutions. Prereq.: graduate standing.
CMTT-473 Special Topics in Theatre, 3 cr. This revolving topics course allows graduate students the opportunity to study in-depth, specific theatre methods, movements and motivators. Consult the Schedule of Classes for specific topics. Prereq.: graduate standing.

COMPUTER SCIENCE

Marcelo Sztainberg, Ph.D., Associate Professor, Chair
Rachel Adler, Ph.D., Assistant Professor
Christine Georgakis, Ph.D., Professor
Francisco Iacobelli, Ph.D., Assistant Professor
Heung Kim, Ph.D., Professor
Peter G. Kimmel, Ph.D., Professor
Graciela Perera, Ph.D., Assistant Professor
Pericles Prezas, Ph.D., Assistant Professor

The 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 pursue graduate study or to assume positions which include software engineering, and the application of computers and related technologies to problems in industry such as computer security, network design and management, and Web design.

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 in computer science for individuals who wish to pursue a career in this field; to offer a minor in computer science for those who feel the need for a less extensive concentration in computing; to prepare students for graduate work in computer science; and to serve students in other academic disciplines by offering instruction in computer applications that are useful in these disciplines.

The Department offers an undergraduate major with three choices of concentration. In each concentration, 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 sufficient theoretical background to enable them to keep up with the rapid changes in computer technology and methodology. Students should consult a Department advisor to determine which concentration and electives to choose.

UNDERGRADUATE PROGRAM

General Requirements:
During their first term, transfer students should have all transferred Computer Science courses evaluated by a Computer Science Department advisor for possible acceptance towards major or minor requirements. Acceptance of credit by the University does not guarantee acceptance by the Department.

NOTE: CONTACT A DEPARTMENT ADVISOR FOR CURRENT REQUIREMENTS.

Major in Computer Science for the Bachelor of Science Degree:

To declare a major in Computer Science, a student must fill out the "Declaration of Major Form" available in the Department Office. A student must complete the major requirements in 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:

Forty-eight hours of computer science course work including at least 36 hours of 300-level courses. Students should also be aware of the University requirements for the Bachelor's degree. Transfer students must complete a minimum of 24 credit hours of 300-level Computer Science courses at Northeastern and meet all major requirements.

Students who intend to pursue a Master's degree in Computer Science should plan on completing Calculus II and are advised to take a course in Linear Algebra.

Required Core Courses:

CS-200 Programming I	3 cr.
CS-201 Discrete Structures	3 cr.
CS-207 Programming II	3 cr.
CS-301 Computer Organization	3 cr.
CS-304 Data Structures	3 cr.
CS-308 Operating Systems	3 cr.
CS-319 Fundamentals of Software Engineering	3 cr.
CS 324 Introduction to the Design of Algorithms	3 cr.
	Total 24 cr.

NO SUBSTITUTIONS ARE ALLOWED FOR CORE COURSES.

Computer Science Concentration:

This concentration is designed primarily for students intending to pursue an advanced degree in Computer Science. However, it is appropriate for any student whose goal is to understand the fundamentals of Computer Science.

Required (9 hrs):

CS-307 Programming Languages	3 cr.
CS-325 Automata, Languages, and Theory of Computation	3 cr.
CS-335 Artificial Intelligence	3 cr.

Three courses chosen from the following	9 cr.

CS-315 Data Base Management
CS-331 Computer Networks
CS-334 Open Source Systems
CS-340 Computer Graphics
CS-341 Parallel Computing and Distributed Systems

CS-342 Human Computer Interaction
CS-343 Natural Language Processing
CS-355 Cryptography

Two CS 300-level electives, approved by the CS Department	6 cr.
CS Core Courses	24 cr.
	Total 48 cr.

Computer Networks and Security Concentration:
This concentration is designed to prepare students for employment in a computer security related field.

Required (9 hrs):	
CS-331 Computer Networks	3 cr.
CS-355 Cryptography	3 cr.
CS-360 Cyber Security	3 cr.
Three courses chosen from the following	9 cr.

CS-315 Data Base Management
CS-323 Cyberlaw
CS-334 Open Source Systems
CS-335 Artificial Intelligence
CS-341 Parallel Computing and Distributed Systems
CS-344 Introduction to Systems Administration
CS-345 Network Security
CS-361 Secure Programming and Testing

Two CS 300-level electives, approved by the CS Department	6 cr.
CS Core Courses	24 cr.
	Total 48 cr.

Information Technology Concentration:
This concentration is designed to prepare students for employment involving Web development and computer network design and maintenance.

Required (9 hrs):	
CS-315 Data Base Management	3 cr.
CS-331 Computer Networks	3 cr.
CS-339 Fundaments of IT Project Management	3 cr.
Three courses chosen from the following	9 cr.

CS-300 Client Side Web Development
CS-317 Event Driven Programming
CS-321 Server Side Web Development
CS-334 Open Source Systems
CS-335 Artificial Intelligence
CS-342 Human Computer Interaction
CS-347 Mobile Application Development
CS-360 Cyber Security

Two CS 300-level electives, approved by the CS Department	6 cr.
CS Core Courses	24 cr.
	Total 48 cr.

Minor Requirements:
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 Master's Degree in Computer Science has three concentrations: one for individuals who want to enter careers in industry, one for individuals who want to pursue a Ph.D., and one for high school teachers who want to obtain an endorsement to teach computer science. The program is designed especially for the convenience of the part-time student; courses are scheduled in the evening and on Saturday.

NOTE: CONTACT A DEPARTMENT ADVISOR FOR CURRENT REQUIREMENTS.

Requirements for Admission to the Program:
Students must satisfy all requirements for admission to the Graduate College. Applicants must have 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).

Departmental approval is required for full admission to the Computer Science Master's program, and is based upon an evaluation of the candidate's ability to study computer science at the graduate level. No previous course work in computer science is necessary to enter the program; however, the student must have knowledge of discrete structures and programming in order to take courses which count towards the degree. If the student does not have this background, it is necessary for the student to take background courses before beginning course work towards the degree.

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 Northeastern Illinois University. The remaining 9 credit hours may represent courses taken at accredited institutions with graduate programs in computer science and in conformance with the rules of the Graduate College, except for CS-401, CS-404, and CS-420. The 36 hours will be made up of 9 credit hours of elective course work (or 12 credit hours, if the student completes a Master's Thesis), 18 credit hours of required course work from one of three concentrations, and 9 credit hours of elective course work (or 6 credit hours, if the student completes a Master's Thesis). Completion of a Master's Thesis or Project is required. The choice will be agreed upon by the student and the graduate advisor. The three concentrations are Management Information Systems, Computer Science, and Teacher Endorsement. The purpose of the Management Information Systems concentration is to prepare students for the application of computer science and related technologies to solving business problems. The primary purpose of the Computer Science concentration is to prepare students to enter a Ph.D. program in computer science. The purpose of the Teacher Endorsement concentration is to provide teachers with 1) the course work

necessary to obtain an endorsement for teaching computer science and 2) the skills necessary to teach computer science at the pre-college level. A teaching certificate is required to enter this concentration.

No more than 9 hours of specifically approved 300 level courses may be selected to satisfy course requirements for the Master's Degree. Courses taken to remove deficiencies (i.e., CS 405 and CS 406) will not be counted toward the 36 hours of course work required for the Master's Degree. Courses taken to satisfy undergraduate degree requirements cannot be used toward the Master's Degree.

Upon completion of 12 credit 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.

Consult with your program advisor or the Graduate College for details.

Required Core Courses:

CS-400 Discrete Modeling and Analysis	3 cr.
CS-404 Analysis of Algorithms	3 cr.
CS-490 Master's Project	3 cr.
OR	
CS-495 Master's Thesis	6 cr.
	Total: 9-12 cr.

Management Information Systems Concentration:

CS-401 Software Engineering	3 cr.
CS-412 Web Application Development	3 cr.
CS-413 IT Project Management	3 cr.
CS-415 Design of Database Systems	3 cr.
CS-419 Informatics	3 cr.
CS-420 Object Oriented Design	3 cr.
Three course electives, approved by the CS Department	9 cr.
CS Core Courses	9 cr.
	Total: 36 cr.

Computer Science Concentration:

CS-325 Automata, Languages, and Theory of Computation	3 cr.
CS-331 Computer Networks	3 cr.
CS-401 Software Engineering	3 cr.
CS-402 Advanced Systems Programming	3 cr.
CS-408 Advanced Operating Systems	3 cr.
CS-409 Compiler Theory and Design	3 cr.
Three course electives, approved by the CS Department	9 cr.
CS Core Courses	9 cr.
	Total: 36 cr.

Teacher Endorsement Concentration:

CS-331 Computer Networks	3 cr.
CS-407 Elements of Data Structures	3 cr.
CS-411 Professional Computing	3 cr.

CS-412 Web Application Development	3 cr.
CS-416 Artificial Intelligence and Robotics	3 cr.
CS-417 Video Game Programming	3 cr.
Three course electives, approved by the CS Department	9 cr.
CS Core Courses	9 cr.
	Total: 36 cr.

For more information, students should obtain a Computer Science Graduate Handbook.

COURSE OFFERINGS

CS-100 Computers and Society, 3 cr. This course provides an introduction to the history of computing and how computers have affected society. Furthermore, it covers the basic computer skills needed to be truly computer literate in modern society. Topics include history of computing, the social context of computing, ethical issues in computing, computer security and privacy, the impact of the internet and the World Wide Web, an introduction to computer architecture and operating systems, word processing, spreadsheets, and data base management systems. Prereq.: None. (Course not applicable to CS Major.)

CS-109 The Information Age: Its Impact on Chicago's Culture, 3 cr. The 21st century has seen the genesis of the Information Age. Advances in computer technology have made immediate access to information and sophisticated processing of information commonplace in business, science, medicine, education, various professional areas, and many aspects of personal life. This course focuses on how this has impacted Chicago's culture and its diverse communities. This course fulfills the First Year Experience (FYE) requirement. FYE 109 courses are intended for Freshmen only. Students may not take more than one FYE 109 course. Prereq.: None. (Course not applicable to CS Major.)

CS-200 Programming I, 3 cr. This course serves as an introduction to principles of computer programming. It covers fundamental concepts including input/output, data types, arithmetic, relational, and logical operators, branching, looping, and arrays. Programming projects involving these concepts will be assigned for interactive applications, numeric computations, and analysis of data. 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. Prereq.: MATH-173.

CS-201 Discrete Structures, 3 cr. 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.: MATH-173.

CS-202 COBOL Programming, 3 cr. Introduction to the COBOL Programming language, emphasizing business applications. Students will flowchart, program and test several typical business problems on the computer. Prereq.: CS-200.

CS-207 Programming II, 3 cr. This course provides an in-depth study of the principles of object oriented programming, including Classes, Objects, Methods, Arrays, Inheritance, and Polymorphism. Within this framework, the course will cover Sorting and Search Arrays, Two-Dimensional Arrays, Exception Handling, File Input/Output, and an introduction to Recursion. Emphasis is given to the design of algorithms and program development, involving both numeric computations and string manipulation techniques. A common comprehensive final exam will be given in CS-207. The date and time of the exam will be noted in the course syllabus. Prereq.: CS-200.

CS-300 Client Side Web Development, 3 cr. The course discusses web site design issues and the requirements of e-commerce. Furthermore, it covers the creation of web pages. Hands-on development and group projects are an essential part of this course. Prereq.: CS 200.

CS-301 Computer Organization with Assembly Language Programming, 3 cr. Representation of data, machine arithmetic, processor and memory organizations, instruction execution, assembly and machine languages, addressing mechanisms, and implementation of high level language constructs. Students will

gain a vision of levels of abstraction in hardware and software, the nature of the Von Neumann machine and the nature of high level languages. Prereq.: CS-200, CS-201.

CS-302 Systems Programming, 3 cr. Introduction to systems programming, including use and implementation of assembler, macros, loaders, compilers, and operating systems. Prereq.: CS-304 and CS-308.

CS-303 Basic Concepts in Computer-Assisted Instruction, 3 cr. 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. Prereq.:CS-200.

CS-304 Data Structures, 3 cr. This course provides experience implementing and manipulating basic data structures, as well as analyzing their applications in Computer Science. Topics covered will include: Stacks, Queues, Linked Lists, Binary Tree Structures, Heaps, Graphs, and Sorting Algorithms. Prereq.: CS-207.

CS-305 Computer Logic and Circuitry, 3 cr. 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. Prereq.: CS-200 or equivalent introduction to Boolean algebra.

CS-307 Programming Languages, 3 cr. This course provides an introduction to the fundamental concepts of programming languages, their structural definition and run time implementation. It equips the students with the tools necessary for the critical evaluation of existing programming languages, and the learning of new ones. In addition, it prepares students for the study of compiler design. Prereq.: CS-304 or CS-407.

CS-308 Operating Systems, 3 cr. 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. Prereq.: CS-207 and CS-301.

CS-309 Compiler Theory, 3 cr. 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. Prereq.: CS-304.

CS-310 Topics in Computer Science, 3 cr. Topics which may be presented include: computer languages, new computer system and hardware developments, and new applications of computers. Prereq.: appropriate to content.

CS-311 Modern Computer Architecture, 3 cr. 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. Prereq.: CS-207 or CS-406; CS-301.

CS-312 Advanced COBOL Programming, 3 cr. 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. Prereq.: CS-200 and CS-202; Co-requisite: CS-318.

CS-313 Quantitative Methods and Computer Use, 3 cr. Mathematical and statistical techniques in current natural, physical and social science research with particular emphasis on computer use and research design development. Prereq.: CS-207 and MATH-104 or MATH-275 or equivalent.

CS-314 Independent Study in Computer Science, 3 cr. 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. Prereq.: Independent Studies require the approval of the instructor, department chair and the College Dean.

CS-315 Data Base Management, 3 cr. 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. Prereq.: CS-207.
CS-317 Event-Driven Programming, 3 cr. This course serves as an introduction to techniques and tools for the design of graphical user interfaces and event-driven applications. Topics covered include layering, domain logics, form and control basics, custom controls, database mapping, and application embedded support. Students will be expected to apply these concepts in programming projects. Prereq.: CS-207.
CS-319 Fundamentals of Software Engineering, 3 cr. This course serves as an introduction to the life cycle of the software development process. Topics covered include each phase of the cycle, and techniques and paradigms that result in the successful realization of each stage. Students will be expected to apply these concepts in a large-scale project. Prereq.: CS-304.
CS-320 Object-Oriented Programming, 3 cr. This course provides an introduction to Object-Oriented Design (OOD) and Object-Oriented Programming (OOP), which is a highly used contemporary programming paradigm. The three main features of OOD, namely encapsulation, polymorphism, and inheritance, are discussed. The student must implement these concepts in a project. Prereq.: CS-304.
CS-321 Server Side Web Development, 3 cr. This course is an introduction to techniques and tools for designing server side web applications. Topics covered include web application flow, object oriented programming, design of classes, dynamic content, scripting languages, implicit objects, and database accessing. Students will be expected to apply these concepts in the development of a website. Prereq.: CS-207, CS-300.
CS-322 Statistical Computer Program Packages, 3 cr. 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. Prereq.: CS-200 and MATH-275 or equivalent.
CS-323 Cyberlaw, 3 cr. This course presents an introduction to the legal issues relating to the use of computers and the Internet. Topics covered include privacy, freedom of speech, intellectual property in cyberspace, encryption and interception of communication, computer crime, professional ethics and codes of conduct, and work related ethical and legal issues.
CS-324 Introduction to the Design of Algorithms, 3 cr. Methods for analyzing algorithms are discussed including an introduction to asymptotic notation. Several approaches to designing algorithms are covered using theory, examples, and problems. Those approaches include divide-and-conquer, dynamic programming, the greedy approach, backtracking, and branch-and-bound. Different approaches are applied to the same problem to illuminate the relative advantages of the approaches. Prereq.: CS-201 or MATH-251, CS 304.
CS-325 Automata, Languages, and Theory of Computation, 3 cr. This course discusses several models of computation, including finite automata, pushdown automata, and deterministic and nondeterministic Turing machines. The notions of undecidability, computational complexity, intractability, and NP completeness are also discussed. The course is mainly theoretical in nature, but some applications, such as finite state systems and parsing, will be discussed. Prereq.: CS-201, CS-304
CS-326 Numerical Methods Using Fortran, 3 cr. An introduction to structured Fortran programming, Computational errors, Solving nonlinear equations, Solving sets of Equations, Determinants and matrix inversions, Interpolating polynomials. Prereq.: CS-200 and MATH-185 or equivalent.
CS-327 Computational Methods in Biology, 3 cr. Bioinformatics is the discipline that applies mathematics, statistics, computer science, chemistry, and biology to solving problems in biology using biological data sets. The problems investigated are usually at the molecular level. These problems include sequence alignment, genome assembly, models of evolution and phylogenetic trees, analyzing gene expression data,

and gene linkage analysis. One of the most important statistical tools used in bioinformatics is the Bayesian network. This course introduces the techniques used in bioinformatics, in particular Bayesian networks, and provides solutions to several bioinformatics problems. Prereq.: CS-201 or MATH-251, BIO-100 or BIO-201.

CS-328 Chaos and Computing, 3 cr. This course introduces discrete dynamical systems to students having a year of calculus and programming experience. The emphasis is on the sensitivity of future states on initial conditions and bifurcations. Discussions of methods for approximating solutions to problems that cannot be solved analytically and for creating fractal images are included. Prereq.: CS-304, MATH-202.

CS-329 Decision Theory, 3 cr. This course covers probabilistic \networks, influence diagrams, and decision trees, and their application to making decisions in the face of uncertainty. It addresses modeling one-time decisions and also modeling repeatable decisions as done by an expert system. An expert system is a system that makes the judgments and decisions of an expert. Classical examples of expert systems are systems that make financial decisions and ones that perform medical diagnosis. This course will concentrate on more of the latter. Methods for building expert systems and for doing inference with them will be covered. Prereq.: CS-201, CS-304.

CS-330 Telecommunications, 3 cr. This course describes the basic principles of modern data communications and presents the techniques and algorithms that deal with data compression, error detection and data encryption. Also, the different kinds of modems are presented and their operation is analyzed. The course finishes with a reference to cellular telephony. Prereq.: CS 207 or CS-406.

CS-331 Computer Networks, 3 cr. This course covers concepts in data communications, emphasizing protocols. An overview of all protocol layers will be covered, with emphasis on OSI and TCP/IP. Prereq.: CS-207 or CS-406.

CS-332 Internet Protocols, 3 cr. This course covers concepts related to Internet computer communication models. After the 5-layer Internet model is discussed, the Transmission Control Protocol along with Internet related Protocols (TCP/IP) is presented. Prereq.: CS-331.

CS-334 Open Source Systems, 3 cr. This course is an introduction to the open source domain, including the Linux operating system and other technologies. Topics covered include open source licensing, Linux administration, and characteristics of open source applications. Students will be expected to understand the main concepts, and become capable of researching available resources and participating in open source communities. Prereq.: CS-308.

CS-335 Artificial Intelligence, 3 cr. This course covers strong artificial intelligence methods, which have resulted in the development of systems that solve open problems in specialized domains. Such methods include 1) AI models based on logical reasoning, in particular decision trees and learning decision trees, rule-based expert systems, semantics nets, and frames; 2) AI models based on probabilistic reasoning, in particular Bayesian networks and learning Bayesian networks, influence diagrams, and class probability trees; and 3) AI models based on emergent intelligence, in particular evolutionary computation and swarm intelligence. Lastly, the course discusses an important endeavor in AI, namely language processing. Prereq.: CS-304.

CS-336 History of Computing, 3 cr. This course discusses the history of computing beginning with the earliest computational devices and continuing to current technologies. The history of computing is much more than the study of computers. It also involves the study of how computing is done and approached and how it has evolved over time. This course covers the following aspects of computing history: technology, both hardware and software; business history; and sociological impacts and key turning points. Within those aspects, trends and evolution are covered as well.

CS-338 Science, Women, and Technology, 3 cr. This course includes an overview of the women who have made major contributions to computing from Grace Hopper to Ellen Spertus. Furthermore, it provides a life-course analysis of women in computing from an early childhood interest, through university, to

graduate school and finally into the work place. This analysis will provide the seed for research topics. Each student will choose a research topic, conduct the research, and present the results to the class.

CS-339 Fundamentals of Information Technology Project Management, 3 cr. An Information System is a well-coordinated collection of technological and human resources that gathers and transforms data into information that enables decision making and process improvement within organizations. Information Technology Project Management is the application of knowledge, skills, tools, and techniques to project activities in order to meet project requirements. This course serves as an introduction to these concepts. Students will be expected to apply these tools and techniques in a semester-long project. Prereq.: CS-201, CS-207.

CS-340 Fundamentals of Computer Graphics, 3 cr. This course provides a unified introduction to computer graphics and computer vision for students with an interest in imaging or digital visual arts. Topics covered include the fundamentals of display hardware and applications, interactive techniques and color models, 3D viewing pipeline, 3D polygon rendering (clipping, scan conversion, and visibility algorithms), illumination models, transparency, and ray-tracing. The student must write programs using these methodologies. Prereq.: CS-304, MATH-165.

CS-341 Parallel Computing and Distributed Systems, 3 cr. This course works on the fundamental concepts of building systems that work across multiple computing platforms. The course includes topics of distributed operating systems and network protocols for process communication, synchronization, scheduling, and exception and deadlock resolution; understanding of client-server, web-based collaborative systems; parallel computing; concurrency issues; and API's for distributed application development. Several distributed computing environments are discussed and used in developing experimental projects in a cluster of networked computers. Building systems using cloud-based and service-oriented architectures may also be included. Prereq.: CS-304, CS-308.

CS-342 Introduction to Human Computer Interaction, 3 cr. A good understanding of how a system/device interacts with its users is what differentiates a product that is technically sound from a usable one. HCI is the science that explores these interactions. HCI is at the intersection of many disciplines including cognitive psychology, linguistics, design and engineering. HCI considerations are increasingly cited as key factors in product design. In this course we will explore the science behind HCI and we will put parts of it into practice.

CS-343 Introduction to Natural Language Processing, 3 cr. Computers have tried to understand humans since the beginning. Today, with social media, globalization and the widespread use of computing devices the task of understanding is facing new challenges. In this course the students will learn the core techniques used by computers to understand and generate language, as well as state of the art research in the field. Prereq.: CS 304.

CS-344 Introduction to Systems Administration, 3 cr. This course covers the fundamentals of managing environments for distributed systems. Topics include aligning systems with business practices; distributed systems methodologies; infrastructure; communication tools; architectures; security; privacy; web development architectures. Prereq.: CS-331.

CS-345 Network Security, 3 cr. This course discusses the principles and practice of network security applications and standards that are widely used on the internet and on corporate networks. Topics covered include cryptographic algorithms and protocols that underlie network security applications, network security tools, system-level security issues including the threat of intruders, virus countermeasures, the use of firewalls and trusted systems, IP security, electronic mail, and web security. Prereq.: CS-331.

CS-355 Cryptography, 3 cr. This course covers cryptography and a wide range of cryptographic applications. Theory discussed includes the design and analysis of cryptographic algorithms such as private key and public key cryptosystems used to secure data transmission and electronic system

communications. Cryptographic applications such as digital signatures, entity identification, key exchange, and e-commerce transactions are discussed. Prereq.: CS-324.

CS-360 Cybersecurity, 3 cr. The basic concepts in computer security as well as the mechanisms located at the heart of a computer system are presented. Topics covered include privacy and personal information, computer crime, legal and ethical issues in computer security, identification and authentication, cryptography, operating system security, network security, World Wide Web security, and database security. Prereq.: CS-308.

CS-361 Secure Programming and Testing, 3 cr. This course details how to design, build, and test programs in order to make them more secure. The course will discuss the following topics: concepts of secure programming (including risk management), techniques and tools used to build secure systems, techniques to test for security in programs and systems, specific vulnerabilities to avoid (and how to do so), and how to test for those vulnerabilities. Specific common classes of programming-induced vulnerabilities will be included such as buffer overflows, race conditions, off-by-one errors, integer overflow, and improper use of randomness functions. Prereq.: CS-360.

CS-390 Supervised Field Study I, 3 cr. (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. NOTE: CS 390 is repeatable for a maximum of 9 credit hours. Prereq.: at least 24 hours credit in Computer Science courses in an approved track with an average of "B" or better, consent of sponsoring institution, and consent of the department.

CS-391 Supervised Field Study II, 6 cr. (Internship) Same as CS-390 except that project should take approximately 336 hours to complete.

CS-392 Supervised Field Study III, 9 cr. (Internship) Same as CS-390 except that project should take approximately 504 hours to complete.

CS-400 Discrete Modeling and Analysis, 3 cr. This course provides necessary tools to develop mathematical maturity through the study of important topics such as combinatorial analysis, discrete structures, algorithmic thinking and mathematical reasoning. Topics include Advanced Enumeration Methods, Recurrence Relations (Equations), Graph Theory, Automata and Formal Languages, Proof Techniques, and Probability and Statistics. Prereq.: CS-201 or CS-405

CS-401 Software Engineering, 3 cr. 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. Prereq.: CS-304 or CS-407.

CS-402 Advanced Systems Programming, 3 cr. 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. Prereq.: CS-301, CS-304 or CS-407.

CS-403 Authoring Techniques in CAI, 3 cr. The study of various concepts associated with computer-aided instruction and authoring. Students will develop software for instructional purposes in their own areas of interest. Languages such as Podium, Visual Basic, HTML, JAVA and LogoWriter can be used. Prereq.: Graduate standing.

CS-404 Analysis of Algorithms, 3 cr. This course provides various methodologies to design and analyze algorithms. Topics include incremental, divide-and-conquer, dynamic programming, greedy, backtracking, and branch-and-bound methodologies. Additional topics include sorting and searching algorithms, and computational complexity and Intractability. Prereq.: CS-304 or CS-407; Co-req.: CS-400.

CS-405 Applied Discrete Structures, 3 cr. Applied Discrete Structures provides necessary elements of discrete structures to study computer science at our graduate level. Topics include Logic and Proofs, Set Theory, Number Theory, Combinatorics, Probability, Relations and Functions, Boolean Algebra and Matrices. (Background course; not for credit toward M.S. degree.) Prereq.: MATH-185 or equivalent.

CS-406 Object Oriented Development, 3 cr. This course covers the principles of computer programming using an object oriented programming language. Students will get extensive programming experience in designing algorithms and implementing programs that use the fundamental constructs of an OOP language in many application areas. (Background course; not for credit toward M.S. degree.) Prereq.: MATH-185 or equivalent.

CS-407 Elements of Data Structures, 3 cr. This course covers the elements of data structures and algorithms that form the basis of all major computer science applications. Topics include stacks, linked lists, queues, trees, graphs, heaps, recursion and various sort and search algorithms. Students will become experienced in the design and coding of programs that use these structures and algorithms in a variety of applications. (Credit in Teacher Endorsement Concentration only.) Prereq.: CS-207 or CS-406.

CS-408 Advanced Operating Systems, 3 cr. 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. Prereq.: CS-304 or CS-407.

CS-409 Compiler Theory and Design, 3 cr. This course describes the procedures used to develop a compiler for a high level language. First a simple high level language is defined and a simple program is written using this language. Then the concepts of a scanner and a parser are presented and students write the software for a scanner and a parser. Gradually, software for all phases of a compiler is developed and by the end of the semester, every student has developed a compiler that can produce assembly code for a microprocessor for a program written in a predefined simple high level language. Prereq.: CS-304 or CS-407.

CS-410 Special Topics in Computer Science, 3 cr. This course will treat a specific topic in computer science varying from semester to semester. Topics offered will depend on faculty and student interests. Prereq.: Graduate standing and consent of instructor.

CS-411 Professional Computing, 3 cr. This course provides an in-depth study of the history of computing and how computers have affected society. Furthermore, it covers the computer skills, basic to advanced, needed to teach others to be truly computer literate in modern society. Topics include history of computing, the social context of computing, ethical issues in computing, computer security and privacy, the impact of the internet and the World Wide Web, an introduction to computer architecture and operating systems, words processing, spreadsheets, and database systems. Prereq.: Graduate Standing.

CS-412 Web Application Development, 3 cr. This course serves as an introduction to different techniques and tools for the design of web applications. Topics covered include web applications flow, object oriented programming, design of classes, dynamic content, scripting languages, implicit objects, and database accessing. Students will be expected to understand and apply these concepts into the generation of sample websites. Prereq.: CS-207 or CS-406.

CS-413 IT Project Management, 3 cr. IT Project Management is the discipline that applies management principles to the development of information systems projects. It uses techniques developed by Industrial Engineers and used by other engineers and business managers to bring in projects within time and budget. This course supplements Software Engineering by focusing on the management aspects of investing in the development of information systems. Prereq.: CS-207 or CS-406; Co-req.: CS-401.

CS-414 Independent Study, 3 cr. 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. Prereq.: Independent Studies require the approval of the instructor, department chair and the College Dean.

CS-415 Design of Data Base Systems, 3 cr. This course covers various concepts associated with design and construction of data base systems. Topics include data base architecture, relational model, relational languages (SQL), normalization theory, Entity-Relationship theory and physical data base design. Students will develop a simple data base system. Prereq.: CS-207 or CS-406.

CS-416 Artificial Intelligence and Robotics, 3 cr. This course serves as an introduction to aspects of Artificial Intelligence applied to the robotics field. Students will learn different techniques to approach problems using simple robotics. Students will be expected to understand the main concepts, research for available resources, and participate in projects where these concepts will be applied. Prereq.: CS-304 or CS-407.

CS-417 Video Game Programming, 3 cr. The aim of this course is to explore the basics behind game programming and the gaming industry, including elements of computer graphics and computer vision as well as advanced stereoscopic computer applications. Following the nature of computer/ video games development as a team effort, for this course, we shall design and implement one large class project for a game prototype as a team. Prereq.: CS-304 or CS-407.

CS-418 Research Topics in Artificial Intelligence, 3 cr. This course covers current research topics in artificial intelligence (AI) theory and applications. Topics will vary from semester to semester, and will include a detailed study of one or more of the following: the application of Bayesian networks and other machine learning methodologies to artificial intelligence; the use of decision theory to model intelligent agent behavior; genetic algorithms and programming; evolutionary strategies; multi-agent systems and models; hybrid heuristics and nondeterministic optimization algorithms. Prereq.: CS-201 and CS-304.

CS-419 Informatics, 3 cr. Informatics is the discipline that applies the methodologies of science and engineering to information. It concerns organizing data into information, learning knowledge from information, learning new information from knowledge, and making decisions based on the knowledge and information learned. This course concerns computational methods for analyzing data and processing information in applications to business decisions. Prereq.: CS-400; CS-304 or CS-407; ECON-220 or MATH-275 or their equivalent.

CS-420 Object Oriented Design, 3 cr. This course provides students with a solid foundation in object oriented design (OOD) and programming (OOP), a contemporary and highly used programming paradigm. OOD involves the presentation of three main concepts: encapsulation, polymorphism, and inheritance. These concepts and implementation techniques are presented in an object oriented programming language and students become experienced in OOD projects. Prereq.: CS-304 or CS-407.

CS-426 Exploring Numerical Methods, 3 cr. This course covers the elements of the design and analysis of numerical methods. Topics include errors in numerical methods, floating-point and interval arithmetic, measuring and efficiency of numerical methods, interpolation and curve fitting, numerical differentiation, numerical integration, and numerical optimization. Prereq.: CS-200; MATH-203.

CS-430 Queueing Theory in Communication Networks, 3 cr. Queueing Systems, birth and death models, Markovian queues, the M/G/1 model, Erlang's equations, models of computer and telecommunication systems. Prereq.: CS-304 or CS-407.

CS-431 Digital Telephony, 3 cr. Advantages over analog telephony, voice digitalization, digital transmission and multiplexing, switching, networks (synchronization, control, and management), traffic analysis, terrestrial vs. satellite. Prereq.: CS-304 or CS-407; CS-330.

CS-435 Expert Systems, 3 cr. An expert system is a program that is capable of making the judgments and decisions of an expert. An example of an expert system is a program that does medical diagnosis. This course covers methods for designing expert systems and for reasoning using expert systems. Prereq.: CS-304 or CS-407; CS-400.

CS-440 Computer Graphics, 3 cr. 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. Prereq.: CS-304 or CS-407; CS-400.

CS-442 Topics in Network Design, 3 cr. Protocols for computer networks. Performance requirements, evaluation and analysis. Case studies of actual networks. Prereq.: Graduate Standing.

CS-450 Advanced Computer Architecture, 3 cr. 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. Prereq.: CS-301; CS-308 or CS-408; CS-311.
CS-455 Cyber Risk Management, 3 cr. This course teaches students the principles of managing risk as it relates to information security in an organization engaged in computing and internet operations. Students will be able to use their knowledge of security and privacy issues to develop tools for analyzing and managing cyber risk and creating a policy framework for information security. Prereq.: CS-201 or CS-405; CS-207 or CS-406.
CS-460 Computer Security, 3 cr. Study of existing hardware and software techniques for implementing security. Passwords, encryption and authorization schemes. Special security problems presented by distributed and network environments. Prereq.: CS-304 or CS-407; CS-400.
CS-470 Pattern Recognition, 3 cr. Statistical and semantical methods of pattern recognition. Image processing with industrial and commercial applications. Application to sound and visual identification problems. Prereq.: CS-409 or consent of instructor.
CS-490 Master's Project, 3 cr. Large scale software project and associated documentation. Topic for the project is chosen in conjunction with a project advisor. Master's Project requires the approval of the instructor, the Department Chair, and the appropriate College Dean. Prereq.: 30 hours of graduate credit.
CS-495 Master's Thesis, 6 cr. 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. Master's Thesis requires the approval of the instructor, the Department Chair, and the appropriate College Dean. Prereq.: 30 hours of graduate credit.

EARTH SCIENCE

Paulo Acioli, Ph.D., Associate Professor, Chair
Elisabet Head, Ph.D., Assistant Professor
Nadja Insel, Ph.D., Assistant Professor
Laura L. Sanders, Ph.D., Professor
Kenneth Voglesonger, Ph.D., Assistant Professor, Department Coordinator

Earth Science uses an integrated approach to the study of the problems of the earth environment through a synthesis of geology, hydrology, and geochemistry. The B.S. program emphasizes a foundation in geology with a focus on environmental geosciences.

Strong emphasis is placed on experimental and field studies across the curriculum. Internship opportunities are available for advanced students. An independent study option exists for students who wish to complete individualized research under the direction of a faculty member.

Curricula are individually planned to provide a broad basic training in earth science and, more specifically, to prepare students for further graduate study or for careers in the hydrogeological, geotechnical, and environmental fields, as well as areas related to geologic resources, soils, and other careers related to environmental geosciences. Programs have the flexibility to meet individual student needs for career preparation or for graduate studies.

Areas of concentration of coursework represent an emphasis in environmental geology, including mineralogy-petrology and mineral resources, hydrogeology, soil science and geotechnical areas, and lake systems. Techniques of problem-solving in geology and environmental geoscience are emphasized.

Facilities and available equipment include instrumentation for water quality analysis, a prismless total station, apparatus for X-ray diffraction analysis, ground water flow models, hydrogeological laboratory and testing equipment, field equipment for water and soil sampling, equipment for rock and thin section preparation, and mineral separation. Also available are sedimentation tanks, centrifuge and size analysis apparatus, atomic absorption spectrophotometer, optical microscopy with image analysis capabilities, a student computer lab, a teaching seismograph, and facilities for petrographic, hydrogeologic, and aqueous geochemical analysis. The program maintains three monitoring wells on campus for student practice in hydrologic testing.

Earth Science offers a program leading to a degree of Bachelor of Science. An undergraduate minor is also available.

UNDERGRADUATE PROGRAMS

Major in Earth Science for the Bachelor of Science Degree

The Bachelor of Science in Earth Science prepares students for graduate study, or a wide range of positions in Environmental Geoscience fields, including industry, consulting, or state/federal agencies. In addition to required and elective ESCI courses, additional courses in cognate fields (math and science) are required for completion of the degree program. Students planning to pursue an advanced degree in geoscience should plan to incorporate those cognate courses marked with an asterisk (*); all students are urged to plan their program with the help of ESCI faculty advising.

Required Courses†:

ESCI-207 Global Climate and Weather	4 cr.
ESCI-211 Physical Geology	4 cr.
ESCI-306 Rocks and Minerals	4 cr.
ESCI-311 Mineralogy	4 cr.
ESCI-312 Historical Geology	4 cr.
ESCI-317 Principles of Sedimentation	4 cr.
ESCI-331 Geologic Structures and Map Interpretation	4 cr.
ESCI-390 Field Geology	5 cr.

Electives in Earth Science:

Choose from 300-level course offerings	8 cr.

Required Courses in Related Fields:

CHEM-211 General Chemistry I	5 cr.
MATH-187 Calculus I	4 cr.
PHYS-(201 OR 206)	
AND PHYS-203 Physics I, with lab	4 cr.
You must also select one of the following two options (3-4 credits):	
*MATH-202 Calculus II	4 cr.
MATH-275 Statistics	3 cr.
In addition, select 2 options from the following list (8-9 credits) †:	

BIOL-201 General Biology I	4 cr.
BIOL-202 General Biology II	4 cr.
*CHEM-212 General Chemistry II	4 cr.
CHEM-213 Quantitative Analysis	5 cr.
CHEM-231 Organic Chemistry I	4 cr.
*PHYS-(202 OR 207)	
AND PHYS-204 Physics II with lab	4 cr.
PHYS-215 Physics III	4 cr.
	Total 65-67 cr.

† Course substitutions may be allowed by prior arrangement with the undergraduate program advisor. Check program listings for course pre-requisites/ co-requisites.

Minor in Earth Science (19-20 cr. hrs.)
Required Courses:

ESCI-207 Global Climate and Weather	4 cr.
ESCI-211 Physical Geology	4 cr.
ESCI-306 Rocks and Minerals	4 cr.
ESCI-312 Historical Geology	4 cr.
One elective Earth Science course at the 300-level	3-4 cr.
	Total 19-20 cr.

Students also should be aware of the University requirements for the Bachelor's degree. All students must complete a minimum of 24 semester hours at the 300 level.

COURSE OFFERINGS

ESCI-121 Introduction to Earth Science, 3 cr. 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. Prereq.: Intermediate Algebra, or NEIU math placement, or ACT math score.

ESCI-123 Environmental Geology, 3 cr. 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. Prereq.: MATHDEV 091, or Math ACT score of 19 or higher, or NEIU Math Placement Test score of 2 or higher..

ESCI-207 Global Climate And Weather, 4 cr. This course examines the Earth as a system, focusing on linkages between the oceans and atmosphere related to weather and global climate. Fundamentals of the structure and composition of oceans and atmosphere provide the foundation for investigation of chemical, physical, and biological interactions in weather-related processes and global climate. Topics include basic principles of meteorology, classification of present-day climates, climate variables, paleoclimates, and evidence for global climate change over geologic time. Laboratory analysis of maps, charts, instruments, and data supplements lecture and discussion. Lecture 2 hours and lab 3 hours. Prereq.: MATH-092 – Intermediate Algebra, NEIU Math Placement Test Score of 30, or Math ACT score of 22.

ESCI-211 Physical Geology, 4 cr. 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. Prereq.: MATH-092 – Intermediate Algebra, NEIU Math Placement Test Score of 30, or Math ACT score of 22.

ESCI-306 WIP: Rocks and Minerals, 4 cr. 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. Lecture 2 hours and lab 3 hours. Prereq.: ENGL-101 and ESCI-211 and some chemical background.

ESCI-308 Geology of the National Parks, 3 cr. Study of the geological processes producing and controlling the lands within the National Park System. Lecture 3 hours. Prereq.: ESCI-121 or ESCI-211.

ESCI-309 Geochemistry, 3 cr. 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. Prereq.: CHEM-211 and ESCI-306 or consent of instructor.

ESCI-310 Geology of the Chicago Region, 4 cr. The geologic history of Chicago integrates the effects of changes in climate and sea level, varied sedimentary processes, and the influence of the tectonic framework of the Midwestern US region. This course explores the diversity in Chicago's geologic past and present, including the continuing evolution of a geologic landscape affected by glacial, stream, and coastal processes, and examines the impact of local geology on resources and land use, as well as the impact of human processes on the geologic environment. Interpretation of map evidence and real-time data, individual research, and local and regional field experiences supplement class discussion. Lecture 2 hours and lab 3 hours. Prereq.: ESCI- 211 or instructor approval.

ESCI-311 Mineralogy, 4 cr. 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. Prereq.: CHEM-211 and ESCI-306.

ESCI-312 Historical Geology, 4 cr. 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. Prereq.: ESCI-121 or ESCI-211.

ESCI-314 Paleontology, 4 cr. Principles, study of invertebrate phyla, morphology, taxonomy, evolution and paleoecology, as well as occurrence of various fossil types. Lecture 2 hours, lab 3 hours. Prereq.: ESCI-312.

ESCI-315 Glacial and Quaternary Geology, 3 cr. Investigations of the geologic processes that have been at work during the last two million years, including the stratigraphic and environmental aspects of glacial and recent sediments. Lecture 3 hours. Prereq.: ESCI-121 or ESCI-211.

ESCI-317 Principles of Sedimentation, 4 cr. 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. Prereq.: ESCI-306.

ESCI-319 Petrology, 4 cr. 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. Prereq.: ESCI-311.

ESCI-320 Limnology, 3 cr. Physical processes in the lake environment with special attention to Lake Michigan; also human influence on lake processes. Lecture 3 hours. Prereq.: nine hours in earth science or related natural science or consent of instructor.

ESCI-324 Oceanography I, 4 cr. Ocean boundaries and bottom topography. Origin and evolution of ocean basins. Nature and characteristics of coastal and marine sediments. Gathering of oceanological data development of the marine sciences. Prereq.: ESCI-121 or 211, ESCI-207.

ESCI-325 Oceanography II, 3 cr. 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. Prereq.: ESCI-121 or 211, ESCI-207.

ESCI-326 Independent Study in Earth Science, 3 cr. Research in the geological sciences, oceanography, meteorology, or astronomy under the guidance of a faculty member. Independent Studies require the approval of the instructor, department chair and the appropriate College Dean. Prereq.: nine hours in earth science and consent of instructor.

ESCI-327 Aqueous Environmental Geochemistry, 4 cr. This course builds on students' fundamental knowledge of aqueous chemistry and highlights applications relevant to geological sciences. The course focuses on using chemical principles to study surface and near surface water and water-rock/water-soil interactions. Topics include basic thermodynamics, chemical speciation, mineral solubility, complexation, acid-base reactions, oxidation-reduction reactions, carbonate chemistry, and an introduction to geochemical modeling. The practical applications of these topics will develop quantitative skills required for addressing geological and environmental issues. Lecture 2 hours and lab 3 hours. Prereq.: ESCI- 211 , CHEM -212.

ESCI-329 Soil Science, 4 cr. Fundamentals of soil including origin, composition, and classification; physical, chemical and biological properties; significance of soil properties for evaluation of soil as a resource; soil fertility and amelioration, soil and watershed use and conservation, and environmental concerns, including soil contamination and remediation. Lecture 2 hours, Lab 3 hours. Prereq.: ESCI-121 or ESCI-211, or consent of instructor.

ESCI-330 Structural Geology, 4 cr. Spatial and stress- strain relationships of rock deformation, genetic and descriptive aspects of folds, faults, joints, etc., structures related to magmatism 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. Prereq.: ESCI-211, ESCI-312, and MATH-185.

ESCI-331 Geological Structures and Map Interpretation, 4 cr. Determination of the attitude and thickness of inclined strata and their bearing on outcrop patterns; preparation of geological maps from given field data; and interpretations of aerial photos, topographic maps, and geological maps depicting folds, faults, unconformities, and intrusive bodies; preparation of geological cross sections. Lecture 2 hours, lab 3 hours. Prereq.: ESCI-211.

ESCI-333 Internship in Earth Science, 3 cr. 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-337 Principles of Hydrogeology, 4 cr. Introduction to the theory and principles of groundwater flow as well as streamflow. Topics include the hydrologic equation, evapo- transpiration, well drilling and testing, porosity and permeability, Darcy's law, confined and unconfined aquifers, flow-nets, geology of groundwater occurrence, water table maps, geophysical exploration methods, well logs, streamflow and hydrographs. Lecture 3 hours; lab 2 hours. Prereq.: ESCI-211 and MATH-185.

ESCI-339 Field Hydrogeology, 4 cr. Field techniques of measuring infiltration, soil moisture, aquifer permeability and hydraulic conductivity. Practice in conducting geophysical surveys and drilling, logging, and developing ground water wells. Methods of sampling water for chemical analysis. Visits to drilling, monitoring, and waste management sites. Methods of recording, analyzing, mapping, and reporting field data. Lecture 2 hours, lab 3 hours. Prereq.: ESCI-337.

ESCI-340 Introduction to Geotechnical Engineering, 4 cr. Introduction to basic concepts of design and engineering of earth materials. Geotechnical soil properties, engineering soil classification, site characterization, earthwork, interactions of water with Earth materials. Overview of engineering design of roadways, landfills, dams, levees, and tunnels. Especially useful for those interested in environmental

aspects of geology. Lecture 2 hours, laboratory 3 hours. Prereq.: MATH-104 or MATH-177 or MATH-185, and eight credit hours in Earth Science at the 200 level or higher.

ESCI-341 Environmental Hydrology, 4 cr. The course introduces surface water hydrology, emphasizing applications in urban and agricultural environments of the glaciated Midwest. The course includes basic principles of the processes, interrelationships, and measurement of precipitation, infiltration, evaporation, evapotranspiration, interflow, overland flow, stream flow, and ground water flow. Also covered are an introduction to quantification of watershed hydrologic budgets, hydrographs, flood routing, hydraulic drainage and control structures, and estimation of extreme events. Lecture 2 hours and lab 3 hours. Prereq.: ESCI-211 and MATH 185.

ESCI-350 Geotectonics, 4 cr. Geotectonics is the study of large-scale motion and deformation of earth's crust and mantle, the relationship of geodynamics to volcanic activity, earthquakes, and surface features, as well as the deep structure and movement of the interior of the earth. Interdisciplinary instruction of geological, geophysical, and geochemical concepts will allow students to develop a broad working knowledge of classic and current plate tectonics. Historical and recent papers on plate tectonics will be read, discussed, summarized in written reports, and presented to the class. Laboratories will consist of analyzing geologic, geophysical, geochemical, and remotely sensed evidence of current and ancient geodynamics. Lecture 3 hours and lab 2 hours. Prereq.: ESCI-211 and ESCI-311.

ESCI-390 Field Geology, 5 cr. Introduction to field methods including pace-and-compass and plane table mapping, field trips to south-central Wisconsin, preparation of geologic maps and reports from field data. Attendance at a field camp for 14 days with additional on-campus lectures and laboratory work. Lecture 3 hours, Lab 3 hours. Prereq.: ESCI-306 and ESCI-331.

ESCI-401 Environmental Stability — Lake Michigan, 3 cr. 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. Prereq.: graduate standing, ESCI-320, and advanced standing in physical or biological sciences or consent of instructor.

ESCI-406 Aqueous Geochemistry, 3 cr. 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. Prereq.: Graduate standing, ESCI-407, and CHEM-212.

ESCI-407 Advanced Hydrogeology, 3 cr. 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. Prereq.: graduate standing and ESCI-337.

ESCI-408 Advanced Mineralogy and Crystallography, 3 cr. Advanced concepts in mineralogy with reference to crystal chemistry and structural crystallography of some selected mineral groups. Lecture 2 hours, lab 2 hours. Prereq.: graduate standing in earth science and ESCI-311.

ESCI-409 Igneous Petrology, 4 cr. 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. Prereq.: graduate standing, ESCI-311, and ESCI-319.

ESCI-411 Clay Mineralogy, 4 cr. 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. Prereq.: graduate standing and ESCI-311.

ESCI-415 Plate Tectonics, 3 cr. Earth's interior and configuration of lithospheric plates; plate tectonics in relation to seafloor spreading and continental drift; ridges, trenches, transform faults, island arcs, and rift systems; plate subduction and marginal ocean basins; magma generation, metamorphism and ore deposits at plate boundaries; origin of mountain belts ; pre-Mesozoic plate tectonics and growth of continents. Lecture 3 hours. Prereq.: graduate standing, ESCI 319, and ESCI-330.

ESCI-416 Applied Hydrology, 3 cr. 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. Prereq.: graduate standing and ESCI-337 or consent of instructor.
ESCI-418 Ore Deposits, 4 cr. Origin, composition, and migration of ore-bearing fluids; classification of ore deposits with reference to well-known mining districts, 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. Lecture 3 hours, lab 2 hours. Prereq.: graduate standing, ESCI-331 and ESCI-322.
ESCI-419 Exploration and Geostatistics, 4 cr. 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.: graduate standing, MATH-104. MATH-185 strongly recommended.
ESCI-425 Special Topics in Earth Science (title varies), 3 cr. Selected topics of current research interest. Consult the Schedule of Classes for specific topics. Lecture 3 hours. Prereq.: graduate standing in earth science.
ESCI-498 Master's Research Project In Earth Science, 3 cr. Directed research, analysis, and presentation of a research paper on an important topic in geology/earth science. The written research paper must be orally defended. This course is required for students who choose to fulfill graduation requirements for an M.S. in Earth Science under the "Departmental Research Paper" option (Option 2). Independent Studies require the approval of the instructor, department chair and the appropriate College Dean. Prereq.: Candidacy in Earth Science.
ESCI-499 Master's Thesis In Earth Science, 6 cr. Guidance of students conducting research and writing a thesis to fulfill the requirements for the degree of Master of Science in Earth Science (Option 1). Independent Studies require the approval of the instructor, department chair and the appropriate College Dean. Prereq.: Candidacy in Earth Science.

ECONOMICS

Erick Howenstine, Ph.D., Professor, Chair
Michael Wenz, Ph.D., Associate Professor, Coordinator
Christina Ciecierski, Ph.D., Associate Professor, Advisor
Ryan Gallagher, Ph.D., Assistant Professor, Advisor
Scott Hegerty, Ph.D., Assistant Professor, Advisor
Hardik Marfatia, Ph.D., Assistant Professor, Advisor

The Economics program offers courses of study leading to the degree of Bachelor of Arts.

Economics is the social science that analyzes the basic problem of scarce resources and the necessity of choice. This basic problem is faced by businesses, households, governments and nations. Courses in Economics focus on how markets operate and how policies and choices affect market activity. Economics provides useful insights into problems of recession and inflation, international economic relations, environmental issues, economic growth, public policy, financial markets, and labor market developments among others. A major in economics provides an excellent preparation for careers in business and public organizations. Students who major in Economics are also well prepared for graduate study in business and

law. Further graduate study in Economics is necessary for careers in university teaching and other professions requiring masters or doctoral degrees.

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	3 cr.
ECON-217 Principles of Microeconomics	3 cr.
ECON-303 Intermediate Macroeconomic Theory	3 cr.
ECON-304 Intermediate Microeconomic Theory	3 cr.
ECON-220 Business and Economic Statistics I	3 cr.
*Electives (any five 300-level Economic courses)	15 cr.
	Total 30 cr.

Minor in Economics (18 cr. hrs.)
Required Courses:

ECON-215 Principles of Macroeconomics	3 cr.
ECON-217 Principles of Microeconomics	3 cr.
ECON-220 Business and Economic Statistics I	3 cr.
Electives (any three 300-level Economics courses)	9 cr.
	Total 18 cr.

Students majoring (or minoring) in economics are encouraged to meet regularly with their faculty advisors (see advisor list in the heading above). Students are also advised (though not required) to concentrate their minimum of 15 credit hours in elective coursework in economics within a specific subfield of Economics. Subfields are defined in accordance with faculty/ advisor expertise. These include: Applied Macroeconomics with Scott Hegerty as advisor, Applied Microeconomics with Christina Ciecierski as advisor, International Economics with Scott Hegerty as advisor, Urban Economics with Ryan Gallagher as advisor and Quantitative Economics with Michael Wenz as advisor. The department believes that a focused approach to elective courses will better prepare graduates for a desired post-graduate program and/or career path.

Students should also be aware of the University requirements for the Bachelor's degree.

COURSE OFFERINGS

ECON-215 Principles of Macroeconomics, 3 cr. Elementary aggregate economics. Among the topics covered are economic instability, countercyclical economic policies, money, the banking system, government economic activity, fiscal policy, monetary policy, and national income theory. Prereq.: MATH-091 with a grade of "C" or Intermediate Algebra placement.
ECON-217 Principles of Microeconomics, 3 cr. 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. Prereq.: MATH-091 with a grade of "C" or Intermediate Algebra placement.
ECON-220 Business and Economic Statistics I, 3 cr. 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. Prereq.: MATH-165.
ECON-303 Intermediate Macroeconomic Theory, 3 cr. 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. Prereq.: ECON-215, ECON-217, MATH-165 or MATH-177.
ECON-304 Intermediate Microeconomic Theory, 3 cr. 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. Prereq.: ECON-215, ECON-217, MATH-165 or MATH-177.
ECON-306 Labor Economics, 3 cr. 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. Prereq.: ECON-215 and ECON-217.
ECON-307 Money and Banking, 3 cr. 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. Prereq.: ECON-215 and ECON-217.
ECON-308 Comparative Economic Systems, 3 cr. Analysis of the structure, institutions, and performance of alternative economic systems: capitalism, socialism, communism. Selected countries are studied as examples of each system. Prereq.: ECON-215 and ECON-217.
ECON-309 Public Finance, 3 cr. 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. Prereq.: ECON-215 and ECON-217.
ECON-310 WIP: Business and Economic Statistics II, 3 cr. This course is a continuation of ECON-220. Topics to be covered include analysis of variance, multiple regression and correlation, time series analysis, nonparametric tests, and decision theory with computer applications. Prereq.: ECON-215, ECON-217, ECON-220, and ENGL-101.
ECON-312 Mathematical Economics, 3 cr. 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. Prereq.: ECON-215, ECON-217, and MATH-165 or MATH-177.
ECON-313 Economic History of Europe, 3 cr. 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. Prereq.: ECON-215 and ECON-217.
ECON-314 The Development of Economic Thought, 3 cr. 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. Prereq.: ECON-215 and ECON-217.

ECON-315 American Capitalism, 3 cr. 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. Prereq.: ECON-215 and ECON-217. ECON-316 Independent Study in Economics, 3 cr. Intensive study of special topics of economics; faculty guidance. Prereq.: consent of instructor.

ECON-318 Introduction to Econometrics and Forecasting, 3 cr. 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. Prereq.: ECON-215, ECON-217 and ECON-220 and MATH-165 or MATH-177. ECON-319 Current Economic Problems, 3 cr. Analysis of a contemporary domestic or international issue. Consult the Schedule of Classes for specific topics. Prereq.: Varies with topic.

ECON-320 WIP: Nonprofit Management, Administration and Communications, 3 cr. This course is designed to prepare students for careers in the non-profit world and to introduce the principles of effective professional communications. Students will be required to volunteer a minimum of two (2) hours per week with a non-profit organization and to produce weekly correspondence related to the internship. Prereq.: ENGL-101.

ECON-321 International Monetary Theory and Relations, 3 cr. This course will provide an analysis of the international monetary system and the institutions that link national economies through exchange rates, balance of payments, and international asset transactions. Particular attention will be paid to the evolving international monetary system of flexible exchange rates and highly mobile international capital. This course will be valuable to students interested in careers in international economic policy, international banking, and finance, and in international political economy. Prereq.: ECON-215 and ECON-217.

ECON-322 International Economics, 3 cr. 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. Prereq.: ECON-215 and ECON-217.

ECON-323 WIP: Economic Development, 3 cr. 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. Prereq.: ECON-215, ECON-217, and ENGL-101.

ECON-324 The Economics of the European Union, 3 cr. This course will provide an overview of the history, objectives, and economics policy issues of the European Union. The focus of the course will be on a theoretical analysis of the principal economics problems facing the European Union. These problems include; agricultural policy, trade policy, the creation of a single market and single currency, further expansion, and relations with the United States. The course requires that students have a background and sound understanding of the principles of macro and micro economics. Prereq.: Econ 215 and Econ 217

ECON-331 American Economic History, 3 cr. Survey of American economic history from the colonial period to the present; controversial issues and interpretations in American history. Prereq.: ECON-215 and ECON-217.

ECON-332 Industrial Organization, 3 cr. 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. Prereq.: ECON-215 and ECON-217.

ECON-333 Urban Economics, 3 cr. 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. Prereq.: ECON-215 and ECON-217.
ECON-334 Cost-Benefit Analysis, 3 cr. 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. Prereq.: ECON-215 and ECON-217.
ECON-335 Economics of Transportation, 3 cr. Demand for and costs of transportation. Urban and interurban markets for transport of people and goods. Regulation, deregulation, and public policy. Prereq.: ECON-215 and ECON-217.
ECON-336 Health Economics, 3 cr. This is a course in applied economic theory that examines the determinants of health status as well as the determinants of the market quantity and price of health care services. Specific topics covered include: consumer factors which determine demand for health and health care utilization; the role of health insurance in determining health and health care use; behavior of health care providers under various types of financial reimbursement mechanisms and market structures. Prereq.: ECON-215 and ECON-217
ECON-337 Environmental Economics, 3 cr. This course allows students to explore and understand the role of economics in analyzing environmental issues and in the development of environmental policy. Some of the topics covered include: air and water pollution, transitioning from depletable to renewable resources; biodiversity and issues of sustainability, energy and transportation. Prereq.: ECON-215 and ECON-217
ECON-340 Managerial Economics, 3 cr. 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. Prereq.: ECON-215 and ECON-217.
ECON-343 Macro Data Analysis, 3 cr. The manipulation, presentation, and interpretation of real macroeconomic data. Concepts include GDP, inflation, interest rates, exchange rates, and nominal and real variables. Students will gain experience applying formulas, preparing graphs, and uncovering basic statistical relationships among data series. Prereq.: Econ 215 and Econ 217 and Math 165.
ECON-344 Financial Economics, 3 cr. This course will provide students with the economic tools that are critical to understanding the idea of risk and return and how various factors affect the valuations of assets like bonds, stocks, mutual funds or houses. These concepts are also useful for the types of analysis done by financial experts in banks, financial institutions, and companies who also have to understand the risk-return of various assets and overall financial decisions. This course also emphasizes the deep interconnections of finance with macroeconomics more generally. Prereq.: Econ 215 and Econ 217.
ECON-377 Real Estate Economics, 3 cr. This course provides an overview of the economics of real estate markets. Primary focus is on the interaction of supply and demand in determining real estate property valuations and other real estate-related assets such as mortgage-backed securities. Different methods of determining real estate valuations are examined, including residential, cost, hedonic, and income-based approaches for commercial and residential properties. Additionally, the link between real estate markets and the broader economy is examined, including emphasis on the mortgage industry and mortgage markets.
ECON-3953 Internship in Economics, 3 cr. The internship in economics is designed for students in the Department of Economics with a declared major or minor and who are approaching the terminus of their program and wish to apply their learned knowledge within a non-academic and professional setting. For many students, an internship constitutes a first glimpse into "how economists work" outside of the classroom and, consequently, serves as a guide for future career goals and opportunities. Additionally,

well-received interns often obtain strong letters of recommendation and/ or the option of permanent employment. Prereq.: ECON-215, ECON-217, ECON-303 and ECON-304. Econ-3956 Internship in Economics, 6 cr. (See ECON-3953 for course description.)
ECON-401 Fundamentals of Business Economics, 4 cr. Provides knowledge of microeconomic and macroeconomic theory necessary for advanced business analysis. Prereq.: Enrollment in MBA program.
ECON-419 Economic Analysis for Managers, 3 cr. 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. Prereq.: Mathematical requirements of the MBA program.

ENGLISH

Timothy R. Libretti, Ph.D., Professor, Chair
Timothy P. Barnett, Ph.D., Associate Professor
Marcia Z. Buell, Ph.D., Assistant Professor
Vicki Byard, Ph.D., Professor
Alicia Erian, Ph.D., Assistant Professor
Chielozona Eze, Ph.D., Associate Professor
Emily Garcia, Ph.D., Associate Professor
Bradley Greenburg, Ph.D., Professor
Julie Iromuanya, Ph.D., Assistant Professor
Julie H. Kim, Ph.D., Professor
Kristen L. Over, Ph.D., Associate Professor
Ryan Poll, Ph.D., Advisor and Coordinator of Academic Initiatives
Timothy H. Scherman, Ph.D., Associate Professor
Christopher L. Schroeder, 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 one's self and one's place in the world.

Required for graduation: Students must complete a minimum of 24 semester hours at the 300 level.

UNDERGRADUATE PROGRAMS
Major in English for the Bachelor of Arts Degree
Prerequisites: ENGL-101 ANDENGL-102 or equivalent. Note: No more than 15 hours may be transferred into the major in English.

Required courses: ENGL-210 WIP: Methods for English Majors. This course is designed as an introduction to the English major, and should be taken as early as possible. ENGL-345 Practical Criticism.

Core Courses
Choose Three Literary Surveys:
ENGL-218 American Literature: Beginnings to 1865

ENGL-219 American Literature: 1865 to Present
ENGL-221 English Literature: Beginnings to 1750
ENGL-222 English Literature: 1750 to Present

Choose One Major Author:

ENGL-314 Chaucer and His Age
ENGL-329 Milton
ENGL-330 Shakespeare: Comedies and Romances
ENGL-331 Shakespeare: Tragedies

Electives:

Choose 18 hours from the four categories below, with no more than 12 hours from any one category. Note that the English Department is continually creating new courses. Therefore, the list below is not complete. Also note that Gen. Ed. courses (ENGL 201, 202, and 203) do not count towards the Major.

Note: A limit of six 200-level courses may be applied to the English Major.

ENGLISH LITERATURE

ENGL-307 Medieval Literature: Arthurian Legend
ENGL-308 English Literature From Beowulf to Malory
ENGL-321 Literature of the Romantic Movement
ENGL-323 Shaw and Modern British Drama
ENGL-328 17th Century Literature
ENGL-341 Restoration & 18th Century Literature I
ENGL-342 Restoration & 18th Century Literature II
ENGL-348 Prose And Poetry of the Victorian Age
ENGL-350 Victorian Novel
ENGL-378 20th Century Fiction I
ENGL-379 20th Century Fiction II

AMERICAN LITERATURE

ENGL-312 Literature of Colonial Times
ENGL-313 American Literary Renaissance: 1830- 1860
ENGL-318 Readings in American Literature
ENGL-322 American Short Story
ENGL-361 Development of the American Novel
ENGL-368 American Realism
ENGL-378 20th Century Fiction I
ENGL-379 20th Century Fiction II
ENGL-380 Multi-Cultural Literature in America
ENGL-381 African-American Literature
ENGL-389 Contemporary Poetry

INTERNATIONAL LITERATURE

ENGL-300 Russian Literature
ENGL-302 Love in Western Literature
ENGL-324 Romantic Novel
ENGL-333 Mythological Bkgrds. In English & American Lit.

ENGL-334 Biblical Bkgrds. In English & American Lit.
ENGL-337 Nobel Laureates
ENGL-365 West Indian Literature
ENGL-370 Folklore and the Fairy Tale
ENGL-371 Studies in Women's Literature
ENGL-373 Yiddish Literature in Translation

WRITING
ENGL-200 Writing in Context
ENGL-235 Introduction to Creative Writing I
ENGL-236 Introduction to Creative Writing II
ENGL-335 Written Communication for Business
ENGL-376 Advanced Composition
ENGL-377 Argumentative Prose
ENGL-384/385 Creative Writing: Poetry I and II
ENGL-386/387 Creative Writing: Fiction I and II

Total 36 credits

English Majors must complete an electronic portfolio. For more information, please see your English Advisor.

Major in English/Secondary Education for the Bachelor of Arts Degree
Teachers of English in secondary schools are typically required to teach a broad language arts curriculum. This interdisciplinary program combines literature, linguistics, reading, composition, and speech, providing excellent preparation for classroom teaching.

In order to meet the language arts/humanities requirements for licensure, students are required to take ENGL-101 Writing I, ENGL-102 Writing II, CMTC-101 Foundations of Communication.

NOTE: The required professional education courses must be completed in addition to the requirements listed below. Refer to the Secondary Education section of this catalog for additional information.

- No more than 15 hours may be transferred into the major in English.
- No more than15hoursatthe200levelmaycounttowards fulfilling the major requirements.

Requirements
American Literature 6 credits
ENGL-218 American Literature: Beginnings to 1865
ENGL-219 American Literature: 1865 to Present

English Literature 6 credits
ENGL-221 English Literature: Beginnings to c. 1750
ENGL-222 English Literature: c. 1750 to Present

Criticism 3 credits
ENGL-345 Practical Criticism

Shakespeare 3 credits
ENGL-330 Shakespeare: Comedies and Romances **or**
ENGL-331 Shakespeare: Tragedies

Diverse Literature 9 credits
ENGL-371 Studies in Women's Literature or
ENGL-318N American Women Writers of the 19th Century **or** Approved Equivalent
and
ENGL-380 Multicultural Literature **or**
ENGL-381 African American Literature **or** Approved Equivalent
and
ENGL-390 The Young Adult Novel

Composition 3 credits
ENGL-376 Advanced Composition **or**
ENGL-377 Argumentative Prose

Three Electives in Literature at the 300-level **9 credits**

Linguistics **6 credits**
LING-201 Intro to General Linguistics
TESL-340 Teaching English as a Second Language: Practices and Procedures

Other Required Courses **6 credits**
CMTM-265 Mass Media and Society
SCED-315 Teaching Writing in Junior and Senior High School

Total 51 credits

Minor in English: (18 credit hours)
Required Courses:
Three courses selected from the courses listed below: ..... 9 credits
ENGL-218 American Literature: Beginnings to 1865
ENGL-219 American Literature: 1865 to Present
ENGL-221 English Literature: Beginnings to c. 1750
ENGL-222 English Literature: c. 1750 to Present

Electives (nine credit hours in English at the 300-level) .....9 credits
Total 18 credits

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 licensure requirements.

GRADUATE PROGRAM
Master of Arts in English

The graduate program in English develops skills in critical thinking, writing, and research, encourages intellectual curiosity, and provides training for careers and professional advancement in related fields such as teaching, editorial work, journalism, publishing, writing, and research.

Students pursuing the MA in English choose between two degree concentrations, Literature or Composition. The two-track curriculum provides two separate fields of study within English, offering multiple career opportunities as well as preparing students for doctoral work.

Requirements for Admission to the Program:
Note: Applications for this program are accepted three times a year.

Fall admission – July 1
Summer admission – April 1
Fall admission – November 1

Students must fulfill the general requirements for admission to the Graduate College. In addition:

1. Applications must indicate a degree concentration: Literature or Composition.
2. In their personal Statement of Goals and Objectives, applicants to the Program in English should specify their reasons for pursuing graduate-level studies in Literature or Composition, and they should identify the background, strengths, and academic skills that they feel will ensure their success as an MA student.
3. All applicants must submit a representative sample of academic or professional writing that demonstrates their critical thinking and/or research strengths and indicates their ability to do well in advanced study in English Literature or Composition. The writing sample should not exceed 15 pages in length, and should preferably be work completed for an upper-division undergraduate course in English or for a graduate-level English course. (Those who cannot meet this requirement may petition the Graduate Coordinator for admission in a written statement.
4. GRE scores are not required for admission, but they may be submitted to supplement an application.

Literature Concentration:
As the Master's degree is understood to build upon an already solid foundation of literary study, applicants seeking admission to the MA program in English, Literature concentration, must have a BA in English (or a minimum of 30 credit hours of undergraduate work in literature and composition), including reasonable coverage of British and American literature and at least one course in Literary Criticism. Students who do not meet these requirements may be offered a provisional admission and allowed to complete their undergraduate training at NEIU prior to taking courses toward the MA degree.

Composition Concentration:
As the Master's degree is understood to build upon an already solid foundation of study, applicants seeking admission to the MA program in English, Composition concentration, must have a BA in English, English Education, or a related field subject to the approval of the Graduate Committee in Composition. Students who do not meet these requirements may be offered a provisional admission and allowed to complete their undergraduate training at NEIU prior to taking courses toward the MA degree.

NOTE: All petitions to transfer between degree concentrations are subject to the admissions requirements of the track into which a student is transferring.

Requirements for the Degree:
All graduate credits must be at the 400 level, except for a maximum of two 300-level courses specifically approved for graduate degree credits in English (see list below). Be sure to consult with your program advisor before registering for any 300-level course.

ENGL-300 Russian Literature: Gogol-Chekhov
ENGL-307 Development of the Arthurian Legend
ENGL-308 From Beowulf to Malory
ENGL-314 Chaucer and His Age
ENGL-316 Forms of Poetry
ENGL-368 American Realism
ENGL-376 Advanced Composition
ENGL-377 Argumentative Prose
ENGL-381 African-American Literature

The graduate program requires 33 credit hours of coursework in literature (principally British 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.

Good Standing in the Program:
1. All students must maintain a minimum 3.0 grade point average in the program.
2. Regardless of overall grade point average, grades of C or below at the master's level indicate a need for increased academic application. If more than one grade of C is received, a student must petition the departmental Graduate Committee in writing for permission to continue.

Thesis Option:
An optional scholarly thesis is open to degree candidates enrolled in either degree track, and may be written in place of two 400-level electives. This option is subject to departmental approval. The student, in consultation with a thesis advisor and the Graduate Coordinator, will submit a thesis proposal that must be approved before they can register for the Thesis Seminar (ENGL 453). Students completing the thesis option will give an oral defense of their thesis before a departmental committee prior to filing the project with the Graduate College.

Examination:
In contrast to traditional Master's programs in which graduate students are handed several literary fields that they are supposed to "master," in our program, students will be at the helm of producing three literary fields that will be the basis of their take-home exams. Each field will be accompanied by a rationale and a combination of primary texts (8-15 works); secondary texts (3-10 works); and theoretical works (3-10 works). These lists will be created with the assistance of the Graduate Coordinator and other faculty. For more information, please contact the Graduate Coordinator.

Literature Concentration:
A student's coursework should be planned with a view to achieving adequate and substantial preparation in British and American literature, with some work in world literature. In addition to coursework, students must maintain good academic standing in the program and pass a comprehensive examination in English Literature. The program includes the following course work:

Required Courses:

ENGL 410 Literary Method and Practice ..... 3 credits
ENGL 430 Studies in Literary Criticism ..... 3 credits
Two American literature courses at the 400 level ..... 6 credits
Three British literature courses at the 400 level ..... 9 credits
Two electives chosen from 300-level (only those approved for graduate degree credit)
and/or 400-level courses ..... 6 credits
ENGL 453 Thesis Seminar in English
or
Two additional 400-level courses..... 6 credits
Total 33 credits

Composition Concentration:
Students must complete the 6 hours of Core Requirements, 18 hours of Core Electives and 9 hours of Free Electives. In addition, students must maintain good academic standing in the program and pass a three part comprehensive exam.

Core Requirements: .....6 credits
ENGL-433 Seminar in Composition Theory
ENGL-435 Writing Assessment: Theory & Practice

Core Electives:..... 18 credits
ENGL-409 Community Literacy & Composition Studies
ENGL-410 Literary Method & Practice
ENGL-427 Pedagogies of Teaching College Level Writing
ENGL-430 Studies in Literary Criticism
ENGL-432 Alternative Literacies
ENGL-434 Seminar in Basic Writing
ENGL-437 English Studies & Technology
ENGL-438 Research in Composition
ENGL-439 Stylistics
ENGL-486 Introduction to Literatures & Literacies in a Flat World

Note: New Composition Electives will be added to the list above periodically.

FREE Electives: 9 credits
To be chosen from the categories below Literature: any 400-level or graduate approved 300-level course

Writing:
ENGL-316 Forms of Poetry
ENGL-376 Advanced Composition
ENGL-377 Argumentative Prose
ENGL-453 Thesis Seminar in English
ENGL-482 Contemporary Poetic Forms
Language: see advisor to choose TESL or LING courses relevant to your career goals.

Comprehensive Exam:
Students will be tested on three reading lists that they have developed in conjunction with faculty members on topics of particular interest to them. There will be three separate tests, one on each reading

list, which students will schedule at times convenient for them, complete at home, and then email back to the advisor. See the advisor for more information. Note: You may get permission from the Graduate Advisor to take courses not included on this list to meet the elective requirement.

COURSE OFFERINGS

ENGL-101 Writing I, 3 cr. Specialized instruction and practice in beginning writing. Work in usage, grammar, style, paragraphs, and short essays. Prereq.: Placement into ENGL-101, or completion of ELP-120 and/or 099 with a grade of "C" or better.

ENGL-102 Writing II, 3 cr. Continuation of practice in composition with emphasis on a variety of forms of writing and longer essays, culminating in the annotated research paper. Prereq.: ENGL-101 with a grade of "C" or better or advanced placement. ENGL-200 Writing In Context, 3 cr. 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. Prereq.: ENGL-101 with a grade of "C" or better, or consent of instructor.

ENGL-201 The World of Poetry, 3 cr. A literature course which has three main objectives: 1) to familiarize students with the literary conventions of poetry; 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. Prereq.: A grade of "C" or better in ENGL-101.

ENGL-202 The World of Drama, 3 cr. A literature course which has three main objectives: 1) to familiarize students with the literary conventions of 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. Prereq.: A grade of "C" or better in ENGL-101.

ENGL-203 The World of Fiction, 3 cr. 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 non-western cultures as experienced through literature. Prereq.: A grade of "C" or better in ENGL-101.

ENGL-210 WIP: Methods for English Majors, 3 cr. Writing Intensive course designed as first course for English majors. Provides practical foundation in the methods essential to English Studies: active reading, critical thinking, and purposeful writing. Skills such as note taking, quoting, using MLA style, summarizing arguments, and synthesizing and documenting others' opinions will be emphasized. Course will also explore multiple perspectives on controversial topics relevant to the discipline. Coursework develops strategies of effective critique, argument, and analysis, and will consist of informal writing, review essays, and thesis-driven analyses of rhetorical and literary texts. Open discussion and critical thinking required. Prereq.: A grade of "C" or better in ENGL-101 and ENGL-102.

ENGL-218 American Literature: Beginnings to 1865, 3 cr. A course covering representative writings of the Colonial, Early National, and Romantic periods in American literature, emphasizing both dominant and emergent themes and literary forms in each period where students will build the necessary cultural literacy for higher-level courses in American Literature. Prereq.: ENGL-101 with a grade of "C" or better, or consent of instructor.

ENGL-219 American Literature: 1865 to Present, 3 cr. A course covering representative writings of the Realist, Modern and Postmodern periods in American literature, emphasizing both dominant and emergent themes and literary forms in each period. Here students will gain a broad background for higher-level courses in postbellum American Literature. Prereq.: ENGL-101 with a grade of "C" or better, or consent of instructor.

ENGL-220 Introduction to Shakespeare, 3 cr. 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. Prereq.: ENGL-101 with a grade of "C" or better, or consent of instructor.

ENGL-221 English Literature: Beginnings to c. 1750, 3 cr. Representative works in English literature from Beowulf to the middle of the eighteenth century. Prereq.: ENGL-101 with a grade of "C" or better, or consent of instructor.
ENGL-222 English Literature: c. 1750 to Present, 3 cr. Representative works in English literature from the middle of the eighteenth century to the modern era. Prereq.: ENGL-101 with a grade of "C" or better, or consent of instructor.
ENGL-235 Introduction to Creative Writing I, 3 cr. Preliminary study to enable students to develop positive approaches to the craft of writing and to explore techniques of the craft. Prereq.: ENGL-101 with a grade of "C" or better, or consent of instructor.
ENGL-236 Introduction to Creative Writing II, 3 cr. Techniques aimed at exploring disciplines of various forms of writing. Prereq.: ENGL-101 with a grade of "C" or better, or consent of instructor.
ENGL-300 Russian Literature: Gogol-Chekhov, 3 cr. 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. Prereq.: The prerequisite for all English Department 300-level courses is a grade of 'C' or better in ENGL 101 and ENGL 102, plus 6 hours of 200-level literature and/or writing excluding General Education courses, or consent of instructor. .
ENGL-301 Independent Study in English, 1 cr. An independent study on the tutorial model, initiated at the student's suggestion to an instructor; course content designed in consultation with the instructor. Prereq.: same as ENGL-300.
ENGL-302 Love in Western Literature, 3 cr. 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. Prereq.: same as ENGL-300.
ENGL-303 Gay and Lesbian Literature, 3 cr. This course explores the impact of gay, lesbian, bisexual. and trans-gendered literature on contemporary culture. We will take a multicultural approach that recognizes the importance of sexual identity to late twentieth-century fiction and the ways such fiction affects and is affected by art, politics, entertainment, the law, and other notions of identity, such as race, class, and gender. This course will emphasize close reading of fiction, the ability to write clearly and analytically about literature, and a careful analysis of the role literature plays in our everyday lives. Prereq.: same as ENGL-300.
ENGL-307 Medieval Studies: The Development of the Arthurian Legend, 3 cr. 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. Prereq.: same as ENGL-300.
ENGL-308 English Literature from Beowulf to Malory, 3 cr. A survey of English Medieval literature that, in dealing with major works (e.g. Beowulf, The Canterbury Tales, Morte D'Arthur, etc.), situates them in the relevant political and linguistic contexts, as well as the literary context of competing "minor" works and genres. Prereq.: same as ENGL-300.
ENGL-310 Introduction to Composition Studies, 3 cr. Examines some contemporary issues in composition studies, such as process theory, the role of grammar in writing instruction, digital and visual literacies, and scholarly considerations of writers' subjectivities. Introduces the discipline's modes of inquiry: theory, empirical research, and practice. Provides instruction in professional resources and bibliographic databases so that students can become independent learners in the discipline. Written assignments include responses to readings and a literature review. Prereq.: ENGL-101 and ENGL-102 with a grade of "C" or better or consent of instructor.
ENGL-312 Literature of Colonial Times, 3 cr. Prose and poetry of the Puritan and Revolutionary eras. Prereq.: same as ENGL-300.
ENGL-313 American Literary Renaissance: 1830-1860, 3 cr. Prose and poetry of Hawthorne, Melville, Emerson, Thoreau, Whitman, Dickinson, and others. Prereq.: same as ENGL-300.

ENGL-314 Chaucer and His Age, 3 cr. Close study of selected early poems of Chaucer (ballads, envoys, and narratives), to present an introduction to the language and themes of Chaucer's poetry and his age. The major portion of the course will be devoted to a close reading of The Canterbury Tales in the original Middle English. Prereq.: same as ENGL-300.
ENGL-315 Literature of the English Renaissance, 3 cr. Prose and poetry (not drama) of the English Renaissance in the sixteenth century. Prereq.: same as ENGL-300.
ENGL-316 Forms Of Poetry, 3 cr. 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. Prereq.: same as ENGL-300.
ENGL-317 Modern American Drama, 3 cr. Major lines of development of modern American Drama from O'Neill to contemporaries like Albee and Mamet. Prereq.: same as ENGL-300.
ENGL-318 Readings in American Literature, 3 cr. An intensive study of selected literary movements, figures, or themes in American literature. Consult the Schedule of Classes for specific topics. Prereq.: same as ENGL-300.
ENGL-321 Literature of the Romantic Movement, 3 cr. Poetry and prose from 1780 to 1830 including Blake, Burns, Wordsworth, Coleridge, Byron, Shelley, Keats, Lamb, Hazlitt, and DeQuincey. Prereq.: same as ENGL-300.
ENGL-322 The American Short Story, 3 cr. 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. Prereq.: same as ENGL-300.
ENGL-323 Shaw and Modern British Drama, 3 cr. 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." Prereq.: same as ENGL-300.
ENGL-324 The Romantic Novel, 3 cr. 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. Prereq.: same as ENGL-300.
ENGL-325 Readings in World Literature, 3 cr. Intensive
study of fiction and poetry representative of literary movements, historical periods, or thematic concerns. Consult the Schedule of Classes for specific topics. Prereq.: same as ENGL-300.
ENGL-326 Readings in World Literature, 3 cr. Intensive study of fiction and poetry representative of literary movements, historical periods, and various cultures from ancient to modern times. Prereq.: same as ENGL-300
ENGL-328 Seventeenth Century Literature, 3 cr. Studies in seventeenth century literature exclusive of Milton. Prereq.: same as ENGL-300.
ENGL-329 Milton, 3 cr. Milton's work and the intellectual milieu of the period. Prereq.: same as ENGL-300.
ENGL-330 Shakespeare: Comedies and Romances, 3 cr. Shakespeare's comic writing, from The Comedy of Errors, through the romantic comedies and problem comedies to the late romances. Prereq.: same as ENGL-300.
ENGL-331 Shakespeare: Tragedies, 3 cr. Shakespeare's tragic works from early experiments in tragedy, e.g., Romeo and Juliet, Richard III, to the great achievements in tragedy, e.g. Hamlet, Lear, Macbeth. Prereq.: same as ENGL-300.
ENGL-332 Elizabethan and Jacobean Drama, 3 cr. 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. Prereq.: same as ENGL-300.

ENGL-333 Mythological Backgrounds of English and American Literature, 3 cr. Middle-Eastern, Nordic, and Graeco-Roman mythological systems; readings in archetypal interpretation of literature with representative illustrations from fiction, drama, and poetry. Prereq.: same as ENGL-300.
ENGL-334 Biblical Backgrounds of English and American Literature, 3 cr. 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.: same as ENGL-300.
ENGL-335 Written Communication for Business, 3 cr. Designed primarily for Business and Management majors covering principles and practices of writing required in professional work. Prereq.: same as ENGL-300.
ENGL-337 Nobel Laureates, 3 cr. Nobel prize winners, 1901 to the present. Prereq.: same as ENGL-300.
ENGL-338 The Literature of Japan, 3 cr. An introduction to contemporary Japanese literature. Prereq.: same as ENGL-300.
ENGL-340 Independent Study in English 2 cr. An independent study on the tutorial model, initiated at the student's suggestion to an instructor; course content designed in consultation with the instructor. Prereq.: same as ENGL-300.
ENGL-341 Restoration and Eighteenth Century Literature I, 3 cr. 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. Prereq.: same as ENGL-300.
ENGL-342 Restoration and Eighteenth Century Literature II, 3 cr. 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. Prereq.: same as ENGL-300.
ENGL-345 Practical Criticism, 3 cr. Introduction to some of the more important critical approaches to literature, emphasis on application as well as theory. Prereq.: same as ENGL-300.
ENGL-348 Prose and Poetry of the Victorian Age, 3 cr. Selected Victorian poetry, with consideration of the social background of the period (1837-1910). Prereq.: same as ENGL-300.
ENGL-350 The Victorian Novel, 3 cr. A study of the development of the novel in England from Dickens to Hardy, seen against the contemporary social and literary background. Theme and technique of the novel, methods of publication, major and minor writers. Prereq.: same as ENGL-300.
ENGL-351 The English Novel of the Eighteenth Century, 3 cr. 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. Prereq.: same as ENGL-300.
ENGL-358 Readings in British Literature, 3 cr. 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. Prereq.: same as ENGL-300.
ENGL-359 Independent Study in English, 3 cr. An independent study on the tutorial model, initiated at the student's suggestion to an instructor; course content designed in consultation with the instructor. Prereq.: same as ENGL-300. ENGL-360 Detective Fiction, 3 cr. Literary and historical study of the detective story—from Poe and Sherlock Holmes—to Hammett and the present. Prereq.: same as ENGL-300.
ENGL-361 Development of the American Novel, 3 cr. The novel as a developing form from Charles Brockden Brown to William Faulkner and beyond. Prereq.: same as ENGL-300.
ENGL-362 United States Fiction: Traditions and Counter Traditions, 3 cr. A study of canonical and non-canonical fiction in the United States and the varieties of traditions composing U.S. literary history. Prereq.: same as ENGL-300
ENGL-364 Reading Film, 3 cr. A course in film emphasizing methods of reading films as we would texts. Through close viewing, critical analysis of narrative structure, attention to visual form and representational practice, students will explore the complexity of film beyond the level of "entertainment." To paraphrase a

famous question asked about poetry, this course will explore "how a film means." Prereq.: Same as ENGL-300.

ENGL-365 Caribbean Literature, 3 cr. Beginning with European response to the discovery of the Caribbean Islands (as evidenced in Shakespeare's The Tempest), 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. Prereq.: same as ENGL-300.

ENGL-367 Re-Thinking Race and Gender, 3 cr. This intensive summer course runs for ten days over three weeks. It takes up history critically to engage in a concentrated re-thinking of how we learn to see, identify, and inhabit issues of race and gender. Workshops, lectures, and sessions with invited guests will unpack structures and relations of race and gender and the ways they get naturalized. The course is designed for graduates, undergraduates, and teachers, and is cross-listed in the Graduate College and the College of Arts and Sciences. Prereqs: Graduate status or Junior/Senior status in English, Philosophy, Political Science, Sociology, WGS, AFAM, or LGBTQ.

ENGL-368 American Realism, 3 cr. An examination of the literature that reflects the movement from American romanticism to realism and through realism to literary naturalism, approximately 1865-1910. Prereq.: same as ENGL-300.

ENGL-369 U.S. Latino/a Literature and Culture, 3 cr. This course introduces students to Latino/a literatures in the U.S. from the contact period to the present. It offers an overview of major forms and themes in literature from Latino/a native, immigrant and exiled writers with in-depth analysis of representative texts from various genres including essays, novels, poetry and drama. Writers will include Latino/as of North American, Central American, South American and Caribbean descent. The course is taught in English with readings in original English or translation. Readings, assignments, instruction and discussion will focus on questions of aesthetics, culture, politics and history, with an added emphasis on inclusion of under-represented groups and intercultural connections. Prereq.: Same as ENGL-300.

ENGL-370 Folklore and the Fairy Tale, 3 cr. 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 archetypical stories, and how variations in detail bespeak different ethnic and cultural interests and concerns. Prereq.: same as ENGL-300.

ENGL-371 Studies in Women's Literature, 3 cr. Literature by or about women; includes writing by women, portrayals of female characters, attitudes toward women, and women's roles; other thematic concerns. Prereq.: same as ENGL-300.

ENGL-372 American Women Writers of the Nineteenth Century, 3 cr. Comprehensive study of texts and contexts of women's writing in the U.S. during the nineteenth century, including the origins of its feminist tradition. Texts include a variety of genres (novel, short story, lecture, travel narrative) and traditions (sentimental, romantic, realist, political, utopian). Special emphasis on the social, political, economic and legal forces bearing upon women as professional writers along with the ways women's fiction articulates the realities of nineteenth-century women's lives. Assignments include close reading of individual texts and a more comprehensive final project involving primary research. Prereq.: same as ENGL-300

ENGL-373 Yiddish Literature in Translation, 3 cr. Yiddish literature from its beginning to the present from Eastern Europe and West Germany to the East Side and West Roosevelt Road. Prereq.: same as ENGL-300.

ENGL-375 The Essentials of Tutoring Writing, 3 cr. This class considers the larger theoretical debates important to composition studies today and the practical aspects of writing tutorials. Students will read contemporary writing theory and apply this knowledge in work with small groups of undergraduate writers, helping them to create ideas, draft and revise essays, and edit their work. To succeed in this class, students need to be strong writers and collaborators and to have an interest in the practice and politics of writing. Prereq: same as ENGL-300.

ENGL-376 Advanced Composition, 3 cr. 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. Prereq.: same as ENGL-300.
ENGL-377 Argumentative Prose, 3 cr. 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. Prereq.: same as ENGL-300
ENGL-378 Twentieth Century Fiction I, 3 cr. 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. Prereq.: same as ENGL-300.
ENGL-379 Twentieth Century Fiction II, 3 cr. 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, Barth, Lessing, Murdoch, Mailer, Updike and Pynchon. Prereq.: same as ENGL-300.
ENGL-380 Multi-Cultural Literature in America, 3 cr. Designed for future 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. Prereq.: same as ENGL-300.
ENGL-381 African-American Literature, 3 cr. A survey of African-American Literature in its social, cultural, and political context, beginning with Phyllis 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. Prereq.: same as ENGL-300.
ENGL-382 Chicana/o Literature, 3 cr. Reading a range of Chicana/o poetry, drama, fiction, and criticism, this course will chart the evolution of Chicana/o literature from the cultural antecedents of the Chicano Movement through the literary explosion during the movement to its current state, situating these cultural developments in the larger framework of U. S. literature and history. Prereq.: same as ENGL-300.
ENGL 383 Postcolonial African Literature, 3 cr. A survey of African literature in its cultural, historical, social, and political contexts. Africa is a continent of diverse peoples, cultures, languages, customs, food, economies, experiences of colonialism/imperialism, and so on. With such diversity of daily life and historical and cultural experiences comes a wealth of literature: oral literature, drama, poetry, short stories, and novels. This course will cover diverse authors such as Chinua Achebe, Wole Soyinka, Zakes Mda, Nurrudin Farah, Buchi Emecheta, Tsitsi Dangarembga, etc. Prereq.: same as ENGL-300.
ENGL-384 Creative Writing: Poetry I, 3 cr. Students write poetry which is discussed and critiqued in class by instructor and students. Prereq.: same as ENGL-300, plus ENGL-235 or 236, or consent of instructor.
ENGL-385 Creative Writing: Poetry II, 3 cr. Students write poetry which is discussed and critiqued in class by instructor and students. Prereq.: same as ENGL-300, plus ENGL-235 or 236, or consent of instructor.
ENGL-386 Creative Writing: Fiction I, 3 cr. Students write prose fiction which is discussed and critiqued in class by instructor and students. Prereq.: same as ENGL-300, plus ENGL-235 or 236, or consent of instructor.
ENGL-387 Creative Writing: Fiction II, 3 cr. Students write prose fiction which is discussed and critiqued in class by instructor and students. Prereq.: same as ENGL-300, plus ENGL-235 or 236, or consent of instructor.
ENGL-388 Modern British and American Poetry, 3 cr. Introduction to modern poetry in English: its origins, dominant themes, and characteristic techniques. Prereq.: same as ENGL-300.
ENGL-389 Contemporary Poetry, 3 cr. 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. Prereq.: same as ENGL-300.

ENGL-390 Young Adult Novel, 3 cr. 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. Criteria for selection: Book lists, indexes, professional literature in the field. Individual work on problem of special interest. Prereq.: same as ENGL-300.
ENGL-391 Children's Literature, 3 cr. 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. Prereq.: same as ENGL-300.
ENGL-393 Literature Live: Studying the Works of NEIU Visiting Writers, 3 cr. Each year the university runs a Visiting Writers Series. In this course, students will study the works of these writers, who will be coming to campus and with whom they will have a chance to engage, with an eye toward understanding and exploring the subtleties of craft to assist in their own creative writing as well as developing the skills of literary analysis. Students will be expected to attend a certain number of public readings in the series.
ENGL-394 Writing the Personal Essay, 3 cr. In this course students will write in the creative non-fiction genre of the personal essay. This will involve work on techniques and approaches in a workshop setting, as well as critiques of other students' work. This course will also explore the personal essay as a literary form through readings of classic and recent examples.
ENGL-395 The Craft of the Short Story, 3 cr. In this course students will combine the study of the form of the short story with writing short stories. Readings will include classical and contemporary works from across many countries and traditions. Emphasis will be on studying texts and working on craft in workshops.
ENGL-396 Screenwriting: The Short Script, 3 cr. This is a workshop course in screenwriting, concentrating on producing a short script. Students will study the particular form and conventions, as well as the specific format, of writing a screenplay. Readings will include exemplary screenplays in several genres, as well as essays on the philosophy and technique of screen writing. In workshop students will produce a short script.
ENGL-397 Summer Creative Writing Institute, 3 cr. Offered only in summer as an intensive course that runs for most of a day over two to three weeks. Specializing in either fiction or poetry, students participate in workshops as well as sessions with invited speakers with subjects such as: craft of poetry and short fiction, women's poetry, the profession of writing and publishing, how to get published, and the MFA. The emphasis is on an intense workshop experience and an atmosphere of constructive critique leading to the production of a significant portfolio of writing. Prereq.: C or better in ENGL-101 and ENGL-102, plus six hours of 200-level literature/writing classes excluding General Education courses, or consent of instructor.

The following 300- level English courses are eligible for Graduate credit:
ENGL-300 Russian Literature: Gogol-Chekhov
ENGL-307 Development of the Arthurian Legend
ENGL-308 From Beowulf to Malory
ENGL-314 Chaucer and His Age
ENGL-316 Forms of Poetry
ENGL-368 American Realism
ENGL-376 Advanced Composition
ENGL-377 Argumentative Prose
ENGL-381 African-American Literature

ENGL-410 Literary Method and Practice, 3 cr. A foundation course that will build on existing skills and prepare for further graduate-level studies, with a goal of contextualizing and conceptualizing critical attitudes and approaches to literary text. Its aim is to provide advanced critical and scholarly tools for

understanding literature, and will address criticism and critical method, close reading and analysis, and bibliographical and research technique. Required in the first year of study in the Literature Concentration. Prereq.: Admission to the MA Program in English.

ENGL-415 Medieval Literature: Ricardian Poetry, 3 cr. This course focuses on the prolific literary production associated with the reign in England of Richard II (1377-1399), including the works of Chaucer, Gower, Langland, the Gawain poet, Julian of Norwich, and others. Using various approaches, course will investigate the period's innovation, its relation to British literary tradition and to 14th-15th-century historical change. Prereq.: same as ENGL-421

ENGL-418 Studies in Shakespeare, 3 cr. Advanced study of Shakespeare's work, organized by theme. This course will explore a number of plays grouped together by an organizing principle (such as "Shakespeare and History," "Shakespeare and the Other," "The Romantic Plays," "Romance"). These works will also be placed in their historical context, paying close attention to genre, structure, and language. Students will also study theoretical approaches to Shakespeare's work in readings of contemporary critical works. Prereq.: same as ENGL-421

ENGL-419 Elizabethan and Jacobean Drama, 3 cr. Exploration of English dramatic works from circa 1580-1642, including Marlowe, Greene, Middleton, Marston, Dekker, Jonson, Webster, and Beaumont. This course will pay particular attention to genres that dominate outside the Shakespeare canon (revenge, tragedy, city comedy, tragicomedy), as well as detailing the social, cultural, and intellectual developments that characterize this golden age of English stagecraft. Prereq.: same as ENGL-421

ENGL-421 The Metaphysical Poets, 3 cr. 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, Leavis, Williamson, and others. Prereq.: graduate standing or written consent of instructor.

ENGL-422 Milton, 3 cr. Study of a turbulent and exciting "century of revolutions" by concentrating on the figure most associated with seventeenth-century English literature, John Milton. We will read all of his major poetry as well as some significant prose writings. We will also attempt to contextualize Milton in his period by studying other major figures such as Ben Jonson, Andrew Marvell, and John Bunyan. Prereq.: same as ENGL-421

ENGL-426 Seminar in Romantic Literature, 3 cr. Advanced study of the major poets of the Romantic period, involving oral reports, and culminating in a term paper. Prereq.: same as ENGL-421

ENGL-428 The English Novel, 3 cr. Study of the English novel from its origins in the 18th century "Rise of the Novel" tradition, through Gothic/Romantic and Victorian Fiction, to Modernism and Post-Modernism. Individual readings may vary, but students are likely to read works by Defoe, Bronte, Woolf, Lawrence, Conrad, etc. Prereq.: same as ENGL-421

ENGL-429 Writing Across the Curriculum, 3 cr. Through class discussion and activities, textual analyses and inquiry-based research assignments, this class explores connections between writing and the creation and representation of knowledge within academic disciplines. Topics include defining what counts as appropriate evidence in various fields, and the role of English departments in writing in the disciplines pedagogy. Though not intended to be guided instruction in the mechanics of writing, students will gain deeper insight into what counts as quality writing in their disciplines, so in addition to MA Composition graduate students, this course is open to graduate students in other fields with written permission by the instructor. Prereq.: same as ENGL-421

ENGL-430 Studies in Literary Criticism, 3 cr. A study of some of the central problems and issues of contemporary criticism, as exemplified by the writings of major theorists. Prereq.: same as ENGL-421.

ENGL-431 Bibliography and Research in English, 3 cr. Materials, methods, and tools of literary research; use of libraries; preparation of scholarly papers. Prereq.: same as ENGL-421.

ENGL-432 Alternative Literacies, 3 cr. This course will explore literacy theories within and beyond composition studies by considering competing models of literacy and the cultural dimensions of writings,

such as economic class or multilingualism, as well as the implications of these for the practice of writing and writing instruction. Prereq.: same as ENGL-421

ENGL-433 Seminar in Composition Theory, 3 cr. An extensive examination of current composition methodologies with emphasis upon the eclectic needs of the composition student. Prereq.: same as ENGL-421.

ENGL-434 Seminar in Basic Writing Theory, 3 cr. 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. Prereq.: same as ENGL-421.

ENGL-435 Writing Assessment: Theory and Practice, 3 cr. 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. Prereq.: same as ENGL-421.

ENGL-436 Rhetorics of Composition, 3 cr. 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. Prereq.: same as ENGL-421.

ENGL-437 English Studies and Technology, 3 cr. Many scholars in English argue that the computer is radically revising the way we read and write texts. Using sources from literary and rhetorical studies, this class will consider how computer technology is contributing to new notions of the author, text, and audience as well as to the ways computers affect students' reading and writing. Prereq.: same as ENGL-421

ENGL-438 Research in Composition, 3 cr. Materials and methods for library research in composition theory; preparation of scholarly work on composition; research designs and measurement techniques for qualitative and quantitative studies in composition. Prereq.: same as ENGL-421.

ENGL-439 Stylistics, 3 cr. Examination of the historical relationship of style to rhetoric; techniques for improving prose style; aspects of style as a part of writing evaluation. Prereq.: same as ENGL-421.

ENGL-440 Malory, 3 cr. 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 Arthurian legend and in the context of the fifteenth century. Prereq.: same as ENGL-421.

ENGL-446 Seminar in Contemporary English Literature, 3 cr. (See ENGL-441 for description.)

ENGL-447 Seminar in Contemporary American Literature, 3 cr. (See ENGL-441 for description.)

ENGL-448 Seminar in Nineteenth Century American Literature, 3 cr. (See ENGL-441 for description.)

ENGL-449 Studies in American Literature, 3 cr. Advanced study of selected American writers. Consult the Schedule of Classes for specific topics. Prereq.: same as ENGL-421.

ENGL-450 Studies in English Literature, 3 cr. Advanced study of selected English writers. Consult the Schedule of Classes for specific topics. Prereq.: same as ENGL-421.

ENGL-453 Thesis Seminar In English, 6 cr. Guidance of students conducting research and writing a thesis to fulfill requirements for the M.A. in English. Prereq.: acceptance to master's degree candidacy in English.

ENGL-454 Seminar in World Literature, 3 cr. Advanced study of a selected writer(s) in World Literature. Consult the Schedule of Classes for specific topics. Prereq.: same as ENGL-421.

ENGL-455 Studies in World Literature, 3 cr. Advanced study of selected writers in World literature. Consult the Schedule of Classes for specific topics. Prereq.: same as ENGL-421.

ENGL-458 Troilus and Criseyde, 3 cr. Study of the development of the legend of Troilus from a brief mention in The Iliad through the dramatic treatment in 12th century chronicles and Boccaccio's great romance to Chaucer's major verse 'novel' and Shakespeare's enigmatic drama. Prereq.: same as ENGL-421.

ENGL-466 American Renaissance Revisited, 3 cr. A critical study of mid-19th century U.S. literature that explores the writers identified with the "American Renaissance" and their relationship to other important developments such as the slave narrative and women's domestic fiction. Prereq.: same as ENGL-421

ENGL-467 The Age of Literary Realism in the United States, 3 cr. A study of literary realism, the cultural and socio-historical conditions of its emergence, and its relation to other later 19th-century literary genres such as sentimentalism and naturalism. Authors might include Twain, Howells, James, Chestnut, Wharton, Dreiser, Chopin, and others. Prereq.: same as ENGL-421

ENGL-468 U.S. Literary Modernism and Its Others, 3 cr. A study of literary developments in the United States from the early 20th century to the Cold War, focusing on the rise of modernism, proletarian literature, literature of the Harlem Renaissance, and other important bodies of literature. Prereq.: same as ENGL-421

ENGL-469 Seminar in Southern Literature, 3 cr. 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. Prereq.: same as ENGL-421.

ENGL-470 Seminar in Faulkner, 3 cr. 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. Prereq.: same as ENGL-421.

ENGL-471 Studies in the American Novel, 3 cr. A study of major developments in the U.S. novel, this course might feature a variety of foci, including the rise of the novel in America, particularly literary periods or genres, key moments of transition in U.S. literary history, or other key evolutions in novelistic practice in the United States. Prereq.: same as ENGL-421

ENGL-480 Ethnic Literatures, 3 cr. A study of "ethnic," "minority," and U.S. Third World literatures, of the conditions of their emergence as literary formations in relation to cultural, social, and literary developments, and of their relationship to racial and ethnic studies. Prereq.: same as ENGL-421

ENGL-481 Latin American Literature, 3 cr. This course explores major works in Latin American literature across various genres (novel, drama, poetry). The rich pre-colonial, colonial, and post-colonial periods will be studied through works which represent the struggles of different people from different classes, with differing origins, and who hold disparate religious beliefs in this large and diverse region. Prereq.: same as ENGL-421

ENGL-482 Contemporary Poetic Forms, 3 cr. A study of the diverse poetic forms emerging in American poetry since the 1960s—free verse, new formalism, and many experimental forms—as well as the hands-on experience of writing in these forms. Prereq.: same as ENGL-421

ENGL-483 Studies in Postcolonial Literature and Theory, 3 cr. This course studies literary works produced by or about peoples who have been colonized by European imperial powers. It situates these literatures within the philosophical frameworks that informed European imperial hegemonies as well as the colonized people's responses to them. While we will draw theoretical examples from every part of the world, our literary readings in this class will concentrate mainly on the literatures of Africa and Asia and their diasporas, especially in the Caribbean. Prereq.: same as ENGL-421.

ENGL-484 Contemporary U.S. Literature Since the Cold War, 3 cr. A study of the Cold War critical construction of "American" literature and important literary developments from the 1950s to the present, including the rise of postmodernism, the Beat Generation, and a variety of ethnic literary developments, as well as other important literary phenomena of the period. Prereq.: same as ENGL-421

ENGL-485 Contemporary European Literature, 3 cr. The aim of this course is to examine some important works of European literature from the 20th century till date. The course explores major issues such as the place of ethics in literature, holocaust, the World War I & II, European identity, etc. Prereq.: same as ENGL-421.

ENGL-491 The Sonnet: Not Just a Love Song, 3 cr. This class will explore the sonnet's many voices and subjects from plaintive to menacing, from romance to racial injustice. We will read across the centuries, from Shakespeare to Keats to Edna St. Vincent Millay. We will read sonnet-variations, and sonnet-spoofs by contemporary American poets and we will experiment with sonnets of our own. Our time will be spent

on close readings, discussions, writing, and informal presentations. Prereq.: Graduate standing or written consent of instructor.

ENGLISH LANGUAGE PROGRAM

Jeanine Ntihirageza, Ph.D., Associate Professor of Teaching English as a Second/Foreign Language, Chair
John Armour, Coordinator
Lawrence Berlin, Ph.D., Professor of Teaching English as a Second/Foreign Language, IES Minor Program Advisor

The English Language Program is comprised of the Minor in Interdisciplinary English Studies, as well as an array of courses in English as a second language, developmental writing, and developmental reading. These courses are intended to help students acquire the level of oral and written English language skills expected of university students. Courses are offered for both native English speakers and English language learners. Students place into the ELP 112, 114, 120, and READ 115 and 116 courses based on their results on the writing and reading portions of the University placement exam. Course work indicated by these placement results is required. All other courses are selected by the student in consultation with advisors and instructors. Authorization to enter all courses is required for registration. Authorization can be obtained in the English Language Program office (LWH 2046).

Minor in Interdisciplinary English Studies (21 cr. hrs.)
Language study improves the ability to communicate and enhances understanding and appreciation of others and their cultures. English is widely recognized as a global language, serving as the language of higher education, technology, and media among others. The acquisition of an advanced language proficiency provides access to opportunities for those whose primary language is not English.

Through an integrated-skills approach, the minor in Interdisciplinary English Studies fosters a communicative competence wherein learners gain knowledge about the language, its appropriate use in various contexts, and compensatory strategies for communication breakdowns. Advanced coursework within the minor provides focused study in structure, reading, writing, and/or listening and speaking.

Requirements for Admission to the Minor
Eligibility for this minor is based on identification of students as English language learners. Thus, students must place into the ELP sequence based on a combination of the following:

1. Analysis of student writing on the English Placement Test;
2. Student demographic information provided during the admission process and/or at the time of placement testing;
3. History of primary and/or secondary school attendance in a foreign country, and/or participation in a bilingual education or English as a second language program in the United States.
4. Completion of ELP 112 and/or ELP 114, or direct placement into ELP 120 based on performance on the English Placement Test.
5. Completion of READ 115 or direct placement into READ 116 based on performance on the English Placement Test.

Required Courses

1. **CORE WRITING COURSE—1 COURSE**
   ELP-120 Academic Writing Workshop III
   Note: If a student makes exceptional progress in ELP 114 and places out of ELP 120, another writing course must be selected for the minor in consultation with the Minor Program Advisor.

2. **CORE READING COURSE—1 COURSE**
   READ-116 Academic Reading Workshop II
   Note: If a student makes exceptional progress in READ 115 and places out of READ 116, another reading course must be selected for the minor in consultation with the Minor Program Advisor.

3. **CORE INTENSIVE LANGUAGE & STRUCTURE COURSES—2 COURSES from the following:**
   ELP-121 English Grammar Skills
   ESL-230 Content-Based ESL
   ESL-290 English for Specific Purposes: Topic Varies

4. **ADVANCED ELECTIVE COURSES—3 COURSES from the following columns to be selected in consultation with the Minor Program Advisor, with at least 1 course at the 300-level.**
   Note: For ECED or ELED majors, 3 courses must be at the 300-level.

Column A: Structure of English
LING-110 Lexicology
LING-201 Introduction to General Linguistics
LING-300 English Grammar in the Classroom[1]
LING-301 History of the English Language[1]
LING-303 Grammars of English[1]
LING-304 Introduction to Phonology [1]
Notes: [1] prerequisite: LING-201; [2] prerequisite: consent of advisor

Column B: Speaking
CMTC-101 Public Speaking
CMTC-214 Business and Professional Communication
CMTC-310 Persuasion
CMTC-313 Communication, Gender & Identity
CMTC-314 Organizational Communication

Column C: Writing
ENGL-200 Writing in Context4
ENGL-235 Introduction to Creative Writing I[4]
ENGL-236 Introduction to Creative Writing II[4]
ENGL-335 Written Communication for Business
ENGL-375 The Essentials of Tutoring Writing[5]
ENGL-376 Advanced Composition[5]
ENGL-377 Argumentative Prose5
Notes: [4] prerequisite: ENGL-101 with a grade of "C" or better, or
consent of instructor; [5] prerequisite: ENGL-101 with a grade of "C" or better, plus 6 hours of 200-level literature courses.

Column D: Reading

ENGL-201 The World of Poetry[6]
ENGL-202 The World of Drama[6]
ENGL-203 The World of Fiction[6]
ENGL-360 Detective Fiction[5]
ENGL-380 Multi-Cultural Literature in America[5]
ENGL-390 Young Adult Novel[5]
ENGL-391 Children's Literature[5]
Notes: [5] prerequisite: ENGL-101 with a grade of "C" or better, plus 6 hours of 200-level literature courses; [6] prerequisite: English Placement Test Score of 7 or 8, ENGL-101 with a grade of "C" or better, or consent of instructor.

COURSE OFFERINGS

ELP

ELP-112 Academic Writing Workshop I, 3 cr. Basic principles of personal essay writing in English, with emphasis on developing sentence level skills.

ELP-114 Academic Writing Workshop II, 3 cr. Introduction to the basic principles used in writing expository essays based on personal experience, and intensive work to improve sentence level skills.

ELP-120 Academic Workshop III, 3 cr. Practice and instruction in writing expository essays, with emphasis on paragraph development, increased fluency in written English, and proofreading skills.

ELP-121 English Grammar Skills, 3 cr. (English language learners.) Analysis of and practice in selected English grammatical patterns, with special emphasis on their academic application. To be taken in conjunction with ELP-120.

ESL

ESL-108 Listening and Speaking, 3 cr. (English language learners.) 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.

ESL-230 Content-Based ESL, 3 cr. This intermediate-level course develops all language skills through an integrated-skills approach. The learning of specialized English Language Studies' practices across the curriculum will be accomplished through a focus on content. Language is acquired in context with a particular focus on extensive interaction for general academic purposes. Prereq.: Completion of or placement out of ELP-112, ESL-108, and READ-115.

ESL-290 English for Specific Purposes: Topic varies, 3 cr. This advanced-level course develops all language skills through an integrated-skills approach. The learning of specialized English Language Studies' practices within a particular discipline will be accomplished through a focus on field-specific language and its use. Language is acquired in context with a particular focus on intensive interaction for specific disciplinary purposes. Prereq.: Completion of or placement out of ELP-114 and READ 116. Topics include, but are not limited to: a) English for Academic Purposes; b) Business English; c) English for Science and Technology; d) English for Translation; e) English for Education; f) English through Film; g) English and the Arts; h) English in the Humanities; i) English and the Social Sciences; etc.

(EPT). Course work indicated by these placement standards is required. Students select to enroll for the Vocabulary Enrichment course.

The Reading Lab offers reading tutorial support for students enrolled in RDP courses as well as for students from any college in the university.

Reading

READ-115 Academic Reading Workshop I, 3 cr. Designed to meet the needs of those students 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. Registration by permit only.
READ-116 Academic Reading Workshop II, 3 cr. Designed to meet the needs of those students 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.
READ-117 Vocabulary Enrichment, 3 cr. 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.

GEOGRAPHY and ENVIRONMENTAL STUDIES

Erick Howenstine, Ph.D., Professor, Chair
Caleb Gallemore, Ph.D., Assistant Professor
Dennis Grammenos, Ph.D., Associate Professor
Ting Liu, Ph.D., Assistant Professor
Melinda Merrick, Ph.D., Assistant Professor, Graduate Coordinator

www.ges.neiu.edu

The Department of Geography and Environmental Studies offers degree programs leading to a B.A. in Geography, a B.A. in Environmental Studies, and an M.A. in Geography & Environmental Studies. It also offers GIS certificates at the undergraduate and graduate level.

UNDERGRADUATE PROGRAMS

Major in Geography for the Bachelor of Arts Degree
Geography is the study of space and location; it is a practical discipline which incorporates knowledge from the natural and social sciences to address problems of a spatial dimension. Geographers describe spatial patterns – where things are, where they are not, and why they are distributed that way. They determine optimal locations – for example, where a business should be or where to purchase a home. They also study interactions, such as travel patterns, trade, and migration.

Many geographers use Geographic Information Systems: computer software that merges maps, data, and analysis. The Department's 5-course GIS Certificate Program can be incorporated into their major as electives or may be taken for the Certificate alone, outside of the degree program.

In addition to the required courses in geography, students may choose to specialize in urban and social geography or geospatial techniques. The first option focuses on the study of metropolitan areas and the socio-spatial patterns that characterize them. Students are introduced to principles of urban planning and urban design and the dynamics of urbanization. The latter option includes instruction in field methods, computer-assisted mapping, statistics, geographic information systems, and interpretation of aerial photos and satellite images.

The geography major is 36 hours:

REQUIRED COURSE

GES-104 Introduction to Geography	3 cr.
GES-205 Physical Geography I	3 cr
GES 250 WIP: Writing in GES	3 cr
GES-291 GIS across disciplines	3 cr.
ONE Human Geography course from the following Economic Geography (GES 212) or Cultural Geography (GES 213) or Urban Geography (GES 217) or Population Geography (GES 362) or Political Geography (GES 314)	3 cr.
ONE Regional Geography from the GES 302 series	3 cr.
ONE Field Course (see departmental notes	3 cr.
ELECTIVES	15 cr.
	Total 36 cr.

Major In Environmental Studies for the Bachelor of Arts Degree

Environmental Studies is an applied major designed to give students knowledge of and solutions to environmental problems. Students focus on one of two areas: (1) environmental policy and planning, or (2) environmental interpretation / education. Students in option 1 investigate the causes, results, and solutions to environmental problems from a policy perspective. They study regulations influencing environmental protection and degradation; they also gain practical skills useful in the field. Students in option 2 specialize in community interaction and will qualify for careers as naturalists with parks and other outdoor agencies and as environmental educators in schools and social service agencies.

The program culminates with an internship experience in which the student applies knowledge, gains practical experience; and it often constitutes a first job in an environmental career. To earn a Bachelor of Arts in Environmental Studies, students must complete 24 credit hours of core requirements and 18 credit hours of approved electives. Up to nine hours of credit from other relevant fields may be accepted toward the major, with advisor approval.

Required Courses:

GES-150 Introduction to Environmental Studies	3 cr.
GES-205 Physical Geography 1: Fundamentals	3 cr.
GES-218 Conservation of Natural Resources	3 cr.
GES-250 WIP: Writing in GES	3 cr.
GES-374 Research Methods	3 cr.
GES-383 Internship in G&ES	3 cr.
TWO of the following GES-307 Environmental Education GES-309 Environmental Interpretation GES-319 Environmental and Natural Resources Policy	6 cr.

GES-338 Sustainable Development

SUBTOTAL 24 cr.

Approved Electives (depending on internship cr.) 18 cr.

Total 42 cr.

Minor In Geography (18 cr. hrs.)

The minor in geography complements a wide variety of majors and provides the student with the concepts and tools for understanding places and spatial processes. Geography minors may focus their electives on regional studies, on techniques, or on the more theoretical spatial processes of human and natural environments.

GES-104 Introduction to Geography 3 cr.

15 credits of approved electives 15 cr.

Total 18 cr.

Minor In Environmental Studies (18 cr. hrs.)

The minor in environmental studies provides students a sound foundation in environmental issues facing the world today, at the local and global scales. Problems and solutions are explored in classes covering resource management, sustainability, environmental interpretation, and more.

GES-150 Introduction to Environmental Studies 3 cr.

15 credits of approved electives 15 cr.

Total 18 cr.

GRADUATE PROGRAM

Master of Arts in Geography and Environmental Studies

The Master of Arts degree program provides advanced analysis of spatial and environmental interrelationships. This 33 credit hour program prepares students for positions in environmental policy planning, and management in government, industry, and non-profit organizations; in environmental education and nature interpretation; and in other areas where geographers, planners, and environmental professionals are needed.

Requirements for Admission to the Program:

Students must fulfill the requirements for admission to the Graduate College. Applicants must have the equivalent of an undergraduate minor in Geography & Environmental Studies or will be required to take extra undergraduate coursework prior to full admission. Students must provide a two-page Statement of Goals and Objectives as part of their application. This statement should demonstrate the student's writing skills and should specify as clearly as possible academic/professional goals and the reasons for selecting the G&ES program of study.

Degree Requirements:

All graduate credits must be at the 400 level, except for a maximum of 10 credit hours from a limited list of university approved 300-level courses. Students should consult with the Department for the limited list; some courses on the list may require specific approval by the Department's Graduate Coordinator.

Students must write either a thesis (6 cr.) or major research paper (3 cr.) under the supervision of a Program Advisor and faculty committee. A formal approval of the proposal by the committee is required prior to registration. For students undertaking the thesis, an oral defense is also required. For students enrolled in the research paper option, a written comprehensive examination covering their chosen area of

specialization as well as knowledge of geography, environmental studies, and disciplinary techniques must be completed.

Required Courses:

GES-411 Scope and Philosophy of G&ES	3 cr.
GES-413 Advanced Research Methods	3 cr.
TWO methods classes of the following	6 cr.
GES-391 GIS 1	
GES-442 Quantitative Research Methods	
GES-440 Qualitative Research Methods	
ONE of the following	
GES-430 Research Seminar or	3 cr.
GES-431 Thesis Seminar	6 cr.
Approved Electives	15/18 cr.
	Total 33 cr.

Pass Comprehensive Exam (research paper option)
Thesis Defense (thesis option)

CERTIFICATES IN GIS

Geographic Information Systems (GIS) is an exciting and fast-growing field with a broad range of applications. It combines cartography, spatial analysis and data management. GIS is recognized as a powerful means of dealing with information stored on maps, with many applications in resource and environmental management, business and marketing, urban and regional planning, terrain and environment modeling, and more. The certificate programs give students technical skills which they can immediately apply in the workplace.

Undergraduate Certificate in GIS

Graduate students and non-degree seeking students may apply to the Graduate Certificate Program. Prospective students must apply and be admitted to the Graduate GIS Certificate Program.

Total of 15 credits hours which often may be completed in one calendar year.

Core Courses (9 credit hours total):
GES-391 – GIS I
GES-392 – GIS II
GES-393 – GIS III

Electives – Choose 2 of 3 ..... 6 cr
- GES-377 – Cartography
- GES-390 – Remote Sensing and Digital Image Processing
- GES-395 – Internship with GIS

Students must also complete a statistics requirement by passing either one statistics class or the proficiency exam. Consult the GIS advisor for more information. Credits obtained in these courses may also be applied towards major or minor degree programs in G&ES.

Graduate Certificate in GIS

Graduate students and students at large may enroll in the Graduate Certificate Program.

Total of 15 credits hours which may be completed in one academic year (Fall-Summer):

Core Courses (9 credit hours total):
GES-391 – GIS I
GES-392 – GIS II
GES-393 – GIS III
GES-442 – Geographic Problems in Quantitative Measurements

Electives – Choose 2 of 3..... 6 cr
GES-390 – Remote Sensing and Digital Image Processing
GES-416 – GIS for Natural Systems
GES-417 – GIS for Urban Systems

COURSE OFFERINGS
GES-104 Introduction to Geography, 3 cr. Spatial patterns, processes, and interrelationships of human and natural phenomenon on the Earth's surface, from the local to the global scale. Survey of the geographers' practical methods for understanding the world. Includes map interpretation.
GES-150 Introduction to Environmental Studies, 3 cr. Introduction to basic concepts of Environmental Studies, including natural processes, human impact on the environment, environmental management and policy, and innovative solutions. Global, regional, and local issues.
GES-205 Physical Geography I, 3 cr. Introductory survey of the earth's physical environment including earth-sun relationships, interrelationships of climate, soil, and vegetation, and landforms.
GES-212 Economic Geography, 3 cr. Exploration of how societies organize economic activities in space at the local, regional and global levels. Students learn how basic geographic frameworks, concepts, explanations, and analytical tools show how space and location are critical elements affecting economic systems and why different places achieve different levels of well-being.
GES-213 Cultural Geography, 3 cr. Study of the cultural landscape: investigating and analyzing the patterns of language, religion, ethnicity, gender and livelihoods as they vary from region to region.
GES-217 Urban Geography, 3 cr. A survey course in urban geography focusing on processes and outcomes of urbanization. The course will address the dramatic changes unfolding in the metropolitan landscape and will encourage students to develop a deeper and more nuanced understanding of cities and urban sociospatial processes.
GES-218 Conservation of Natural Resources, 3 cr. Contemporary approaches toward understanding and management of natural resources: air, water, minerals, soil, forests, grasslands, and wildlife.
GES-220 Pollution Control and Prevention, 3 cr. Introduction to environmental pollution including that involving air, water, solid waste, and noise. Methods of measurement and analysis are covered, as well as legal and economic factors and possible solutions.
GES-240 Water Resources and Development, 3 cr. Survey of global water distribution, management, pollution, conservation, conflict, and policy. Students will study measures taken to provide adequate water quality and quantity throughout the U.S. and in other world regions.
GES-250 WIP: Writing in GES, 3 cr. This course offers students the opportunity to develop written communication skills by utilizing basic concepts, theories, and techniques in Geography and Environmental Studies. Topics and exercises include note taking, outlines, drafts, styles, bibliography and references, essays, reviews, policy statements and reports of varying length. Sources including library, internet services, and direct observation will be explored. Students will incorporate maps, graphs, and other visual aids. Prereq.: ENG-101 with a C or better.

GES-291 GIS Across Disciplines, 3 cr. This course introduces students from many disciplines to the use of a Geographic Information Systems (GIS) as a tool for storage, display, and analysis of any information for which a location is known. By attaching data to mapped objects, GIS integrates information from diverse sources. No prior geographic or GIS knowledge is assumed, and there is no course prerequisite. Students will gain conceptual understanding of GIS and experience manipulating prepared data.
GES-302 Regional Geography, 3 cr. Descriptive, explanatory, and predictive study of a major region. Emphasis is placed on the region's defining human/social and physical factors, on its distinct problems and opportunities, and its role in a wider spatial context. Specific courses are as follows: (c) Africa, (d) World Oceans, (f) Australia and Pacific Islands, (g) Caribbean, (h) Eastern Europe, (k) East Asia, (l) Southeast Asia, (m) Russia and Central Asia, (n) South Asia, (o) Middle East, (q) Western Europe, (s) Developing World, (u) United States and Canada, and (v) Latin America.
GES-303 Topics in Geography, 3 cr. A current topic in geography will be explored in depth. See Schedule of Classes, course notes, and consult the department for more information.
GES-305 Geography and Map Skills for Teachers, 3 cr. 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.
GES-306 Topics in Environmental Studies, 3 cr. A current topic in geography will be explored in depth. See Schedule of Classes, course notes, and consult the department for more information.
GES-307 Environmental Education Seminar, 3 cr. Analysis and development of environmental education instructional materials and teaching strategies. Seminar focus varies depending on the interests of the participants.
GES-308 Conservation Psychology, 3 cr. Students will explore the emerging field of conservation psychology with an emphasis on the psychological characteristics of the relationship between humans and nature, such as environmental values, attitudes, behavior, and decision-making practices. Course topics, including environmental perception, identity, personal morals, ecopsychology, wilderness psychology, domestic nature, managed nature, community dimensions, and environmental education, will be investigated in the context of promoting environmental responsibility. Prereq.: GES 150 or PSYC 100 or PSYC 200.
GES-309 Principles and Methods of Environmental Interpretation, 3 cr. Naturalists and environmental educators learn how to interpret the environment to others in park and camp settings; philosophy, organization, administration, and program methods such as management of field trips, nature trails, campfire programs, overnight camping, and trailside museums. Emphasis on meeting the needs of an urban population.
GES-314 Political Geography, 3 cr. The relationship between geographical factors of the physical and human environments and political organization. Topics include territorial claims and conflicts, defining borders and districts, spatial patterns of legislation, development and evolution of nations and changing patterns in the world political map.
GES-316 Location Analysis, 3 cr. Use of location theory and economic modeling to understand spatial patterns of land use and to determine optimal spatial arrangements relating to location of businesses, services, resources, and trade. Environmental influences and impacts are discussed. Prereq.: GES 212.
GES-319 Environmental and Natural Resources Policy, 3 cr. 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. Prereq.: GES-150 or GES-218 or GES-220.
GES-321 Environmental Impact Assessment, 3 cr. Analysis of the National Environmental Policy Act and its requirement of environmental impact assessment. Topics include NEPA requirements, categories and methods of environmental assessment, agency direction for implementing NEPA, impact assessment in

planning and decision making, public participation and conflict management. Prereq: GES 150 or GES 218 or GES 220.

GES-322 Aerial Photographic Interpretation, 3 cr. Development and use of aerial photographs for evaluating natural and built environments. Visual identification of social and economic activities and landforms using digital images.

GES-327 Forest Resources Management, 3 cr. Forest values, management, policies, and practices for public and private lands, including national wilderness areas, parks, and forests as well as urban parks and forests. Prereq.: GES 218.

GES-328 Wildlife Resource Management, 3 cr. General wildlife management course for resource planners, interpretative naturalists, and educators. Fish and wildlife values, conservation principles and practices, and current policy issues.

GES-329 Sustainable Energy Policy, 3 cr. Study of renewable energy resources as alternatives to nuclear energy and the traditional fossil fuels; the use of sunlight, wind, water, and biomass for energy; policy options and issues in implementing such alternative technologies. Prereq.: GES150 or GES 218. Approved for graduate credit.

GES-336 Solid Waste Issues, 3 cr. Examination of trends in municipal solid waste generation, collection, disposal, and management. Discussion of the roles of federal, state, county, and state governments, with a review of national and international waste issues. Prereq.: GES 150 or GES 218 or GES 220.

GES 338: Sustainable Development, 3 cr. Our current model of development has created spectacular successes but has produced ecological devastation threatening our future. Sustainable development has been proposed as an alternative that seeks to balance economic needs with ecological constraints, but its usefulness depends on how it is defined. This course explores sustainable development from many dimensions including theoretical perspectives, operational principles, as well as policy implications and case studies from the national to international scales.

GES-339 Geography of Fossil Energy Resources, 3 cr. Examination of the changing spatial patterns of the distribution, consumption, and transportation of fossil fuels. Investigation of new technologies and management strategies against the background of a finite resource base. Several sessions to be held in the field. Prereq.: GES 205.

GES-341 Field Methods in Water Resources, 3 cr. Field exploration of potable water treatment facilities in urban and rural settings. Students will visit municipal treatment plants and distribution systems as well as smaller-scale operations, such as private wells and small municipal water plants. Methods of water acquisition, treatment, and management used in other parts of the country, and in other countries, will be explored. Field trips are required. Prereq.: GES150 or GES 240.

GES-342 Water Quality, Treatment, and Standards, 3 cr. Field exploration of waste and drinking water treatment facilities in urban and rural settings. Water intake, treatment, and distribution, and sewerage system collection methods will be explored. Alternate methods used elsewhere will be discussed. Prereq: GES150 or GES 240.

GES-344 Chicago River Issues, 3 cr. This field class explores the geographic, environmental, historic, economic, engineering, recreation and other aspects of the Chicago River. Students will study water quality, land use and ownership issues, habitat restoration, and the importance of rivers in metropolitan areas. Most classes are held in the field. Prereq.: GES 104 or GES 150 or GES 205.

GES-346 Global Chicago, 3 cr. Detailed study of communities within Chicago and its surrounding area, with an emphasis on spatial distribution and arrangement of distinct regions; field trips.

GES-347 Gentrification and Urban Redevelopment, 3 cr. Issues and principles of urban neighborhood preservation, revitalization, restoration and gentrification emphasizing public and private market initiatives. Field work in the Chicago metropolitan area using various methods of surveying, collecting, recording and processing data. Prereq.: GES 109A or GES 217.

GES-348 Latino Metropolis, 3 cr. Explore the processes of Latino urbanization in the United States and the spatialization of Latino identities and experiences, particularly in the context of the Chicago metropolitan area. Some field trips to local neighborhoods.
GES-349 Environment and Urbanization, 3 cr. The course focuses on issues of international urban development, emphasizing the role of the natural environment. In this context, the rapid growth or urban areas both within and beyond the core industrialized regions necessitates understanding the processes involved and the implications for a livable present and a sustainable future.
GES-351 Spatial Statistics, 3 cr. Introduction to statistical problems, principles, and techniques for the study of geography and the natural environment.
GES-352 Independent Study in Geography and Environmental Studies, 3 cr. Study of a topic of special interest to the student under the supervision of a faculty member. See the department policy on independent studies. Prereq.: Consent of Advisor, Chair, Dean and 9 cr. in G&ES.
GES-353 Independent Study in Geography and Environmental Studies, 2 cr. (See GES-352 for description.) Prereq.: Consent of Advisor, Chair, Dean and 9 cr. in G&ES.
GES-354 Independent Study in Geography and Environmental Studies, 1 cr. (See GES-352 for description.) Prereq: 9 cr. in G&ES, Consent of Advisor, Chair, and Dean.
GES-355 Metropolitan Transportation: Problems and Planning, 3 cr. Problems of transportation in cities, focusing on commuting, expressway development, automobile vs. public transportation, pollution, congestion, and relative location of jobs and workers. Emphasis on planning more effective transportation systems, particularly in the Chicago area. Prereq: GES 109A or GES 217.
GES-357 Geography of Natural Hazards, 3 cr. Study of the location, impact, causes, and mitigation of natural hazards such as earthquakes, volcanoes, flooding, landslides, subsidence, erosion, extreme weather, wildfire, and tsunamis. Local field trips possible.
GES-359 Environmental Planning, 3 cr. Principles of land development with emphasis on opportunities and limitations imposed by the physical environment; concepts of land ownership, tenure and use; ecological and environmental analysis; techniques of site design. Prereq.: GES 150 or GES 218 or GES 220.
GES-360 Environmental Justice and Activism, 3 cr. Students investigate the history and process of environmental equity, grassroots activism, legislation and lobbying, and community organization. Field trips and guest lectures.
GES-361 Urban Planning, 3 cr. City planning process; historical development of urban planning in the United States; basic components of a comprehensive plan; planning theory and practice; implementation procedures; social planning. Prereq.: GES 109A or GES 217.
GES-362 Population Geography, 3 cr. Population structure, growth/decline, distribution, and migration from local to global scales. Problems including environmental degradation and human suffering will be discussed, as will population policies and initiatives.
GES-367 Geography of Tourism, 3 cr. Students will examine tourism from a geographic and environmental perspective. Topics include political and economic impact on communities, ecotourism, and the cultural consequences of First World tourism in the Third World. Students will engage in individual field work to investigate a local tourist site.
GES-368 Changing Global Climates, 3 cr. This course explores the normal cycles and also the changing patterns of global climates. Attention is given to both natural phenomena, such as El Nino, and human impacts on climate from deforestation, ozone depletion, and the greenhouse effect. Prereq.: GES 205.
GES-371 Physical Geography II: Advanced Topics, 3 cr. Advanced topics in Physical Geography, including geomorphology, coastal landforms, biomes, diastrophism, weathering, weather and climate. Prereq.: GES 205.
GES-374 Research Methods, 3 cr. Students will develop a variety of quantitative and qualitative research skills by way of case studies, historical research, and discussion. Students will conduct their own original research, using appropriate methods. Prereq.: GES-250, and GES-104 or GES-150.

GES-376 Principles of Cartography, 3 cr. Principles of map making; history of cartography, modern techniques, projections, symbolization, visual appeal, thematic map design, production, and interpretation.
GES-377 Computer Cartography, 3 cr. Students will design, create, and publish a variety of thematic maps using cartographic conventions and effective symbology with digital graphics programs.
GES-380 Field Methods, 3 cr. 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. Approved for graduate credit.
GES-382 Remote Sensing, 3 cr. Remote sensing of the earth's surface utilizing passive and active sensors. Techniques of photography and multispectral scanning from airplane, satellite, and manned spacecraft are discussed, as are methods of interpreting images. Emphasis is placed on practical applications.
GES-383 Internship in Geography and Environmental Studies, 3 cr. 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. 180 work hours.
GES-387 Interactive Cartography, 3 cr. Advanced cartographic techniques for web delivery of interactive maps. Basic coding and script modification for interactive map images, preparation of base maps and data. Emphasis is placed on widely available open source tools. Approved for graduate credit.
GES-388 Field Camp, 3 cr. Consult the Schedule of Classes for specific destination and costs for this travel-based course. Students will perform a research project in a classroom setting prior to travel, and will meet for discussion and presentations of field work afterwards. Prereq.: at least 9 cr. in G&ES or consent of instructor.
GES-389 Urban Design Studio, 3 cr. This studio course presents perspectives, standards and techniques which integrate cultural, economic, political and social dimensions of urban life in the formulation and representation of urban plans and projects. Students gain an appreciation for theoretical and applied dimensions of urban design, and get hands-on training with computer assisted design projects. Prereq.: GES 217.
GES-390 Remote Sensing and DIP, 3 cr. Digital analysis of remotely sensed data using geographic information systems for large regions including rural and urban environments. Detection of a variety of natural resources in the natural and human environments, measurement of change and human impact. Approved for graduate credit.
GES-391 Geographic Information Systems I, 3 cr. An introduction to GIS technology for research applications. Students will study the conceptual and technical process of GIS research including project design, data acquisition, data manipulation, analysis, interpretation, and display. Approved for graduate credit.
GES-392 Geographic Information Systems II, 3 cr. Students will learn advanced skills in Geographic Information Systems, including tablet digitizing, registration, projections and transformations, spatial analytical tools, advanced editing, project design, project organization, data acquisition and metadata. Approved for graduate credit. Prereq.: GES 391.
GES-393 GIS III, 3 cr. This course focuses on advanced analysis of GIS data using scripts and programming. It includes 3D visualization, interpolation, and modeling, with industry standard and open source GIS software. All aspects of data processing, analysis and programming will be explored. Approved for graduate credit. Prereq.; GES 391
GES-395 Internship in GIS, 3 cr. Supervised field experience using geospatial technologies. A formal proposal and reports are required. See department materials for specific guidelines and instructions.

GES-401 Seminar in Cultural Geography, 3 cr. 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.
GES-411 Scope and Philosophy of Geography and Environmental Studies, 3 cr. Historical development of geography as a spatial discipline. History of conservation and modern environmentalism. Relationship between these two fields, and overview of the M.A. program and graduate level studies.
GES-413 Advanced Research Methods, 3 cr. This course develops concepts and skills for those preparing for graduate research (thesis or research paper) in the Department of Geography and Environmental Studies. Research design, data-gathering techniques, data analysis, research planning, quantitative, qualitative, and mixed method approaches and research designs will be covered. Students will interpret published research and produce a research proposal by the end of the semester. Prereq.: GES-411.
GES-415 Geospatial Data Analysis, 3 cr. Use of modern technologies in preparation of thematic maps, and an overview of spatial analysis with geographic information systems. Topics include data collection, input, storage, retrieval, manipulation and output.
GES-416 GIS for Natural Systems Management, 3 cr. Theory and concepts of data storage, retrieval, visualization, modeling, and output for natural resource applications and management. Students will develop spatial analysis techniques for environmental data, culminating in independently designed research projects. Prereq.: GES-391.
GES-417 Urban Information Systems, 3 cr. Analysis of urban environment with GIS. Use of public data to study urban processes such as suburbanization, segregation, economic development, network-based transportation and site location. Student exploration will culminate in a research project of the student's selection.
GES-420 Classification and Mapping of Natural Land, 3 cr. Ecological land classification and mapping for evaluating the restoration potential of natural areas within the Chicago Region. Students will address the diversity of the tract and its social context, characterize the physiography, soils, hydrology, and history of the area, and evaluate the land zoning, demographics, and human impacts as a baseline guide for restoration management.
GES-430 Research Seminar, 3 cr. 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 GES 431 Thesis Seminar, will not be permitted. See departmental policies.
GES-431 Thesis Seminar—Geography and Environmental Studies, 6 cr. Students conduct research and write a thesis to fulfill requirements for the Master of Arts degree. Credit for this course and GES 430 will not be permitted. See department policies.
GES-435 Seminar in Physical Geography, 3 cr. Students will investigate geomorphic systems and the importance of physical geography for studying the Earth. This course will introduce the principles, models and theories of physical geography followed by a more applied look at the different landscapes. Book chapters, peer reviewed articles, discussion, and a research paper will be required. Prereq.: GES-205.
GES-437 Seminar: Global Wildlife Issues, 3 cr. Wildlife ecology, management, and policy are studied from global to local scales. Topics will include evolution and distribution of wildlife, habitat and territory, biomes and ecosystems. Human impacts will also be studied. These include habitat loss/disruption, hunting, pollution, introduction of new species and conservation efforts, environmental ethics, and environmental policies.
GES-442 Geographic Problems in Quantitative Measurements, 3 cr. Statistical applications in geography and environmental studies; reliability of quantitative formulas and studies; geometrics; statistical project required as part of the course.
GES-443 Seminar in Urban Land Use Planning, 3 cr. 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.

GES-444 Seminar in Regional Geography, 3 cr. Physical, cultural and economic make-up of a region; intensive reading and discussion. Consult the schedule of classes for specific topics. Seminar paper required.

GES-445 Seminar in Resource Management and Decision-Making, 3 cr. 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.

GES-446 Seminar in Environmental Studies, 3 cr. 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.

GES-450 Seminar in Urban Planning, 3 cr. This course provides a broad overview of the field of urban planning in the United States and in the Chicago metropolitan area specifically. It focuses on the fundamental theoretical perspectives and the regulatory and procedural tools utilized by planning professionals. Students will study the historical context and evolution of the planning profession, and develop an understanding of the complex issues associated with urbanization and of the role of planning. Special attention is given to issues such as equity and democratic participation in planning and policy.

GES-453 Seminar in Sustainable Development, 3 cr. Advanced study of sustainable development in the context of science, economics, politics, culture, ecology, and ethics. Development and globalization are critiqued from a political economy perspective; both strengths and limitations of conventional systems are investigated. Institutions, policies, and strategies are analyzed, as are indicators of sustainability and development.

GES-454 Seminar: Population and Environment, 3 cr. Students will investigate population dynamics at various scales, including distribution and structure, theories, trends, projections, and policies. Environmental constraints and impacts of population on the natural environment will be explored.

GES-455 Seminar in Environmental Planning, 3 cr. Proactive land use strategies to minimize pollution, protect biodiversity and water and energy resources, and reduce vulnerability to natural hazards. Issues such as smart growth, sustainable transportation, sprawl, watershed management, preservation, natural hazard mitigation and green design will be discussed, particularly those relating to the Chicago area. Planning tools such as GIS, economic analysis, environmental impact assessment. Some field trips possible.

GES-456 Seminar in U.S. Environmental Policy, 3 cr. Advanced treatment of U.S. environmental policy related to air and water pollution, toxic chemicals and hazardous waste, endangered species, energy and climate change, public lands and natural resources including analysis of their effectiveness. Relevant legal concepts are introduced, as is the role of politics and different actors in the political process, such as the President, government agencies, Congress, the courts and advocacy groups. Challenges, obstacles and recent controversies are highlighted as well as prospects for future progress.

GES-457 Seminar: International Environmental Policy, 3 cr. Investigation of international efforts to address global environmental problems such as deforestation, climate change, ozone depletion, fisheries decline, toxic chemicals, etc., and analysis of their effectiveness. Explores regime theory, evolution of different international regimes and their weaknesses, obstacles to international cooperation, and the role of different actors as promoters of or obstacles to progress. The impact of globalization, North-South divisions, and the role of international organizations such as the United Nations and the World Bank are also examined.

GES-461 Independent Study in Geography and Environmental Studies, 3 cr. Independent research on a topic chosen in consultation with the instructor.

GES-471 Seminar in Urban Geography, 3 cr. 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.

GES-483 Internship, 3 cr. Supervised field experience (160 work hours) with an agency related to the student's career interest. Prior course work and other experience is evaluated before approval is granted to enroll in the internship. A handout describing the design and reporting requirements is available.
GES-472 Seminar in Regional Geography: Third World Issues, 3 cr. Issues affecting the less developed regions of the world are explored, as is the regionalization of poverty itself. Explanations for large-scale poverty as well as policies intended to relieve it are studied. Successes and failures will be examined, as will prospects for the future.

HISTORY

Michael W. Tuck, Ph.D., Associate Professor, Chair
Christina Bueno, Ph.D., Associate Professor
Andrew Eisenberg, Ph.D., Professor
Mateo Farzaneh, Ph.D., Assistant Professor
Patrick B. Miller, Ph.D., Professor
Francesca Morgan, Ph.D., Associate Professor
Joshua Salzmann, Ph.D., Assistant Professor
Zachary S. Schiffman, Ph.D., Professor
Charles R. Steinwedel, Ph.D., Associate 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		6 cr.
HIST-111A World History: West to 1500		3 cr.
HIST-111B World History: West, 1500 – Present		3 cr.
Two courses from the following in United States History:		6 cr
HIST-214 United States History, 1607-1877	3 cr.	
HIST-215 United States History, 1877-Present	3 cr.	
Two courses in non-European and non-United States History		6 cr.

These courses may be chosen from such areas as Latin America, Asia, Africa, 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 18 cr.

Total 36 cr.

Students should also be aware of the University requirements for the Bachelor's degree, in particular all history majors must take a history writing intensive course.

Students wishing to be licensed for teaching history in secondary schools should consult the Secondary Education section of this catalog. Students seeking licensure to teach United States history are required to complete 8 semester hours in U.S. history.

All history majors are required to establish an Assessment Portfolio with the Departmental secretary before graduation. The purpose of this portfolio is solely to assess the effectiveness of the history curriculum in meeting the goals of the major. The portfolio will consist of either one research paper of at least 10 pages in length, or three theme papers of 3-5 pages in length (book reviews are not acceptable). The paper(s) must have been written for course work in history at Northeastern. Although student papers will not be graded and will only be assessed for statistical purposes, students are nonetheless encouraged to submit their best work for evaluation. STUDENTS ARE THEREFORE ADVISED TO KEEP COPIES OF ALL APPROPRIATE HISTORY PAPERS (or they may deposit copies of their papers with the departmental secretary at the time such papers are handed back by their instructors).

Minor in History (18 cr. 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, they must have completed a minimum of 24 credit hours in undergraduate history. (Those who do not meet this requirement may petition the Department's Graduate Advisor in writing for admission.) Applicants must also submit to the Graduate Advisor a graded paper written for an upper division, undergraduate course, preferably in history. (Those who cannot meet this requirement may also petition the Graduate Advisor in writing for admission.) The Department recommends prospective applicants meet with the Graduate Advisor for assistance in planning their graduate program.

Requirements for the Degree:
For students admitted to Master's Programs for the Fall 1997 semester and thereafter, all graduate credits must be at the 400 level, except for a limited number of 300 level courses specifically approved for graduate degree credits in a given Master's degree program. Departments may permit students to apply up to three of these 300 level courses, to a maximum of ten credit hours, to fulfill program requirements. This policy applies to all students entering graduate degree programs beginning with Fall 1997. **Consult with your program advisor or the Graduate College for details.**

Students have the choice between two options.

Thesis Option
Required Courses:

HIST-401 Historiography and Historical Method	3 cr.
Seven graduate-level history electives (2 may be in related fields) chosen in consultation with the Graduate Advisor	21 cr.
Two graduate research seminars	6 cr.
HIST-499 Thesis Seminar	6 cr.
	Total 36 cr.

NOTE: Students must pass (1) a written comprehensive examination covering material from their courses and (2) an oral thesis defense examination.

Non-Thesis Option
Required Courses:

HIST-401 Historiography and Historical Method.	3 cr.
Seven graduate-level history electives chosen in consultation with the graduate advisor	21 cr.
Two electives in history or another relevant field chosen in consultation with the graduate advisor	6 cr.
Two graduate research seminars	6 cr.
	Total 36 cr.

NOTE: Students must pass a final comprehensive examination covering the course work.

COURSE OFFERINGS
HIST-111A World History: West to 1500 A.D., 3 cr. Survey of the formation of Western Civilization from its ancient Mediterranean origins until the European Renaissance.
HIST-111B World History: West, 1500 - Present, 3 cr. Survey of Western Civilization from Renaissance to the present age of expanded European influence.
HIST-111C World History: East Asia, 3 cr. Survey of the history and culture of East Asia, with emphasis on China and Japan from antiquity to the present.
HIST-111D World History: Latin America, 3 cr. Survey of the history and culture of Latin America, with emphasis on the last 500 years.
HIST-111E World History: Africa, 3 cr. Survey of the history and culture of Africa with emphasis on the relations between Africa and the wider world.
HIST-214 United States History, 1807-1877, 3 cr. Social political, intellectual, diplomatic and economic development of the American colonies and the United States from the beginning through 1877.
HIST-215 United States History, 1877-Present, 3 cr. Social, political, intellectual, diplomatic, and economic development of the United States from 1877 to present.
HIST-300A Ancient Greece, 3 cr. 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. Prereq.: Two courses in history or consent of instructor.
HIST-300B Ancient Rome, 3 cr. The history of Rome from prehistoric cultures to the end of the Roman Empire. Prereq.: Two courses in history or consent of instructor.
HIST-301 Medieval Europe, 3 cr. Major themes of the Middle Ages in Europe with emphasis on Western Europe. Prereq.: Two courses in history or consent of instructor.
HIST-302A Age of Renaissance, 3 cr. The political and cultural history of Italy and Northern Europe from 1300-1600. Prereq.: Two courses in history or consent of instructor.

HIST-302B Age of the Reformation, 3 cr. The religious crisis within Roman Catholicism and the genesis and growth of the Protestant movement. Prereq.: Two courses in history or consent of instructor.
HIST-303 Europe During the Ancien Regime - Seventeenth and Eighteenth Centuries, 3 cr. The political, economic, social, and intellectual development of Europe in the seventeenth and eighteenth centuries. Prereq.: Two courses in history or consent of instructor.
HIST-304 Europe in the Age of Revolution, 1789-1871, 3 cr. The historical forces in European society from the French Revolution to the completion of the unification processes. Prereq.: Two courses in history or consent of instructor.
HIST-305 Europe in the Age of Imperialism, 1871-1919, 3 cr. The historical forces in European society during the period of great territorial expansion and rivalry culminating in the First World War. Prereq.: Two courses in history or consent of instructor.
HIST-306 Europe in the Age of Ferment, 1919-Present, 3 cr. European history in the time of recurrent warfare, dislocation, authoritarianism, and reappraisal. Prereq.: Two courses in history or consent of instructor.
HIST-307A The Age of the Baroque, 3 cr. An examination of the intellectual and cultural history of seventeenth-century Europe, with special emphasis on scientific, philosophical, political, and religious thought. Prereq.: Two courses in history or consent of instructor.
HIST-307B The Age of the Enlightenment, 3 cr. An examination of the intellectual and cultural history of eighteenth-century Europe, with special emphasis on religious, political and philosophical thought. Prereq.: Two courses in history or consent of instructor.
HIST-311A History of England to 1688, 3 cr. 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. Prereq.: Two courses in history or consent of instructor.
HIST-311B History of England from 1688 to the Present, 3 cr. 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. Prereq.: Two courses in history or consent of instructor. HIST-312 Tudor England, 3 cr. Major political, social, intellectual and economic trends in sixteenth century England. Prereq.: Two courses in history or consent of instructor.
HIST-313A The History of Prussia-Germany, 1640-1918, 3 cr. 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. Prereq.: Two courses in history or consent of instructor.
HIST-313B Twentieth Century Germany, 3 cr. 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. Prereq.: Two courses in history or consent of instructor.
HIST-314A Russian History from the Varangians to 1855, 3 cr. The Russian people, state, and culture from their origins to the death of Nicholas I. Prereq.: Two courses in history or consent of instructor.
HIST-314B Russian and Soviet History, 1855 to the Present, 3 cr. 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. Prereq.: Two courses in history or consent of instructor.
HIST-315 Women in Medieval Society, 3 cr. Survey of the status of women in medieval Europe beginning with the settlement of the barbarians and ending with the high middle ages. Prereq.: Two courses in history or consent of instructor.
HIST-317 The French Revolution, 3 cr. Survey of the French Revolution (1789-1795), with special emphasis on the political and social principles of the Old Regime and the tension between established order and political discontent. Prereq.: Two courses in history or consent of instructor.
HIST-320 Colonial History of the United States, 1607 to 1775, 3 cr. 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. Prereq.: Two courses in history or consent of instructor.
HIST-321 The American Revolution, 1763 to 1789, 3 cr. 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. Prereq.: Two courses in history or consent of instructor.
HIST-322 The Early National Period, 1789-1824, 3 cr. 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. Prereq.: Two courses in history or consent of instructor.
HIST-323 Jacksonian Era and Sectional Crisis 1824-1860, 3 cr. 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. Prereq.: Two courses in history or consent of instructor.
HIST-324 WIP: Civil War and Reconstruction 1860-1877, 3 cr. 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. Prereq.: Two courses in history or consent of instructor.
HIST-325 Industrial and Progressive America 1877-1929, 3 cr. 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. Prereq.: Two courses in history or consent of instructor.
HIST-326 The Era of Franklin D. Roosevelt, 1929-1945, 3. cr. 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 D. Roosevelt. Prereq.: Two courses in history or consent of instructor.
HIST-327 The United States in the Age of Crisis, 1945 to the Present, 3 cr. 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. Prereq.: Two courses in history or consent of instructor.
HIST-329A African American History to 1865, 3 cr. Thematic survey of the history of Black Americans from the era of slavery to the conclusion of the Civil War with emphasis on racial ideologies, the experiences of both slaves and free people of color, and the abolitionist crusade. Prereq.: Two courses in history or consent of instructor.
HIST-329B African American History Since 1865, 3 cr. Thematic survey of the history of Black Americans from the end of the Civil War to the present day with an emphasis on such topics as Reconstruction, African American thought and experience during the era of segregation, the great Migration and Cultural Renaissance of the 20's, and the modern Civil Rights Movement. Prereq.: Two courses in history or consent of instructor.
HIST-330A United States Social History, 1607-1865, 3 cr. 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. Prereq.: Two courses in history or consent of instructor.
HIST-330B United States Social History, 1865-Present, 3 cr. 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. Prereq.: Two courses in history or consent of instructor.

HIST-331A Cultural and Intellectual History of the United States, 1607-1865, 3 cr. Introduction to the major ideological systems in the colonial and national periods: political and religious philosophy, as well as key individual thinkers. Prereq.: Two courses in history or consent of instructor.
HIST-331B Cultural and Intellectual History of the United States, 1865 to Present, 3 cr. The modern period in intellectual history including social Darwinism, pragmatism, and liberalism. Prereq.: Two courses in history or consent of instructor.
HIST-332B United States Foreign Relations, 1914-Present, 3 cr. 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. Prereq.: Two courses in history or consent of instructor.
HIST-333 American Ethnic History, 3 cr. 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. Prereq.: Two courses in history or consent of instructor.
HIST-334 History of American Sports, 3 cr. 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. Prereq.: Two courses in history or consent of instructor.
HIST-335 History of Crime and Violence in America, 3 cr. 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. Prereq.: Two courses in history or consent of instructor.
HIST-337 The History of the South, 1877 to Present, 3 cr. 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. Prereq.: Two courses in history or consent of instructor.
HIST-338 Women in American History, 3 cr. Survey, from colonial times to the present, of the role of woman in America including women's reform movements. Prereq.: Two courses in history or consent of instructor.
HIST-340 History of U.S. Economic Institutions, 3 cr. 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. Prereq.: Two courses in history or consent of instructor.
HIST-342 The City In American History, 3 cr. General survey of urban America with emphasis on various topics such as the changing function and character of cities, immigration, reform, and urban planning. Prereq.: Two courses in history or consent of instructor.
HIST-345 Mexican American History, 3 cr. An introduction to major themes in the history of Mexicans in America from the colonial era to the present, including discussions of the social, political, and economic conditions Mexicans and Mexican Americans have confronted; examinations of how these conditions differ over time and between regions; and explorations of important issues in contemporary Mexican American history. Surveys a variety of primary and secondary sources from different mediums to offer a better understanding of Mexican-origin populations as immigrants to the United States, internal migrants within the U.S., and settled residents and citizens throughout the nation.
HIST-351 Central America and the Caribbean, 3 cr. History of Central America and of the major islands of the Caribbean, emphasizing the period since independence and the relations with the United States. Prereq.: Two courses in history or consent of instructor.

HIST-353 History of Mexico, 3 cr. 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. Prereq.: Two courses in history or consent of instructor.
HIST-354 Contemporary Latin America, 3 cr. A survey of twentieth century political events and socio-economic factors that have shaped Latin America, beginning with the U.S. intervention in the Spanish-American War to the Age of Privatization. Prereq.: Two courses in history or consent of instructor.
HIST-360 History of Pre-Modern China, 3 cr. 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. Prereq.: Two courses in history or consent of instructor.
HIST-361 Modern Chinese History, 3 cr. Modern Chinese history; institutional and intellectual changes and developments brought about in China by modernization, rebellion, revolution, and war. Prereq.: Two courses in history or consent of instructor.
HIST-362 History of Japan to 1850, 3 cr. 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. Prereq.: Two courses in history or consent of instructor.
HIST-363 History of Japan Since 1850, 3 cr. 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. Prereq.: Two courses in history or consent of instructor.
HIST-370 Precolonial Sub-Saharan Africa, 3 cr. 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. Prereq.: Two courses in history or consent of instructor.
HIST-371 Nineteenth and Twentieth Century Africa, 3 cr. 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. Prereq.: Two courses in history or consent of instructor.
HIST-372 History of Southern Africa, 3 cr. This course covers the major themes in the history of Southern Africa in the last 200 years. The primary focus is on the lives of Africans and how people shaped their world, especially under the strains of colonialism and apartheid, and in their struggle for independence. Although the country of South Africa will occupy a significant place in the course, important processes like industrialization affected the entire region, and surrounding colonies and countries also will be studied. Prereq.: Two courses in history or consent of instructor.
HIST-373 Women and Gender in African History, 3 cr. This course examines the related issues of women and gender in Africa, primarily in the last 200 years. Among the major topics it covers are women's experience in agricultural societies and in urban areas, and their roles as traders, laborers, and political leaders. It will also explore differences among women in Africa, for example in social standing, religion, and ethnicity. Prereq.: Two courses in history or consent of instructor.
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. Prereq.: Two courses in history or consent of instructor.
HIST-382 The World In the Twentieth Century, 3 cr. 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. Prereq.: Two courses in history or consent of instructor.

HIST-391 Contemporary Historical Problems, 3 cr. Exploration and analysis of important current political, economic, social, and cultural issues. Consult the Schedule of Classes for specific topics. Prereq.: Two courses in history or consent of instructor.
HIST-392 Problems In History, 3 cr. Exploration and analysis of topics in history; relevant sources and scholarly research. Consult the Schedule of Classes for specific topics. Prereq.: Two courses in history or consent of instructor.
HIST-393 Pro-Seminar In History, 3 cr. Intensive reading and discussion. Students will be assigned weekly readings, prepare papers, and discuss some major aspect of history. Prereq.: Two courses in history or consent of instructor.
HIST-394 Historical Tour, 6 cr. 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. Prereq.: Two courses in history or consent of instructor.
HIST-395A Independent Study In History, 3 cr. Intensive study in selected subject and periods of history. Independent Studies require the approval of the instructor, department chair and the College Dean. Prereq.: Two courses in history or consent of instructor.
HIST-395B Independent Study In History, 2 cr. (See HIST395A for description.) Independent Studies require the approval of the instructor, department chair and the College Dean. Prereq.: Two courses in history or consent of instructor.
HIST-395C Independent Study In History, 1 cr. (See HIST395A for description.) Independent Studies require the approval of the instructor, department chair and the College Dean. Prereq.: Two courses in history or consent of instructor.
HIST-395D Independent Study In U.S. History, 1 cr. Intensive study in selected subjects and periods in American history. Independent Studies require the approval of the instructor, department chair and the College Dean. Prereq.: consent of instructor.
HIST-396 Internship I, 3 cr. 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. Independent Studies require the approval of the instructor, department chair and the College Dean. Prereq.: two courses in history and consent of instructor.
HIST-401 Historiography and Historical Method, 3 cr. Historical understanding; philosophies of history and methods of historical research. Prereq.: graduate standing, 18 hours of undergraduate history classes or consent of instructor.
HIST-410 Readings in Medieval History, 3 cr. Intensive reading and discussion on a selected topic in Medieval history, such as the Medieval family, church and state, economic organization, the growth of universities, peasant society or feudal society. Consult the Schedule of Classes for the specific topic. Prereq: same as HIST-401.
HIST-411 Readings In Early Modern Europe, 3 cr. Intensive readings and discussions of aspects of European history during the early modern period. Prereq.: same as HIST-401.
HIST-412 Readings In English History to 1688, 3 cr. Topics in British history until the Glorious Revolution. Consult the Schedule of Classes for specific topics. Prereq.: same as HIST-401.
HIST-414 Readings In Modern English History, 3 cr. Intensive readings and discussion on aspects of the history of Modern England. Consult the Schedule of Classes for specific topics. Prereq.: same as HIST-401.
HIST-415 Readings In 19th Century Europe, 3 cr. Intensive readings and discussion on aspects of nineteenth century European history. Consult the Schedule of Classes for specific topics. Prereq.: same as HIST-401.

HIST-416 Readings In 20th Century Europe, 3 cr. Intensive readings and discussion on aspects of twentieth century European history. Consult the Schedule of Classes for specific topics. Prereq.: same as HIST-401.
HIST-420 Seminar In Early Modern Europe, 3 cr. 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, 3 cr. 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, 3 cr. 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, 3 cr. 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, 3 cr. 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, 3 cr. Intensive readings and discussion on aspects of Colonial American history. Prereq.: same as HIST-401.
HIST-431 Readings In American Revolution, 3 cr. Intensive readings and discussion on aspects of the American Revolution. Prereq.: same as HIST-401.
HIST-432 Readings In Early National America, 3 cr. Intensive readings and discussion on aspects of the Early National Period. Prereq.: same as HIST-401.
HIST-433 Readings In 19th Century America, 3 cr. Intensive readings and discussion on aspects of nineteenth century American history. Prereq.: same as HIST-401.
HIST-434 Readings In 20th Century America, 3 cr. Intensive readings and discussion on aspects of twentieth century America. Consult the Schedule of Classes for specific topics. Prereq.: same as HIST-401.
HIST-435 Readings In Cultural and Intellectual U.S. History, 3 cr. 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, 3 cr. 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, 3 cr. Intensive readings and discussion on aspects of Afro-American history. Consult the Schedule of Classes for specific topics. Prereq.: same as HIST-401.
HIST-439 Readings in American Social History, 3 cr. 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, 3 cr. Research on various topics in Colonial American history. A paper based on primary sources is required. Prereq.: same as HIST-420.
HIST-441 Seminar In American Revolution, 3 cr. Research on various topics in the American Revolution. A paper based on primary sources is required. Prereq.: same as HIST-420.
HIST-442 Seminar In Early National America, 3 cr. Research on various topics in the Early National Period. A paper based on primary sources is required. Prereq.: same as HIST-420.
HIST-443 Seminar In 19th Century America, 3 cr. Research on various topics in nineteenth century America. A paper based on primary sources is required. Prereq.: same as HIST-420.
HIST-444 Seminar In 20th Century America, 3 cr. Research on various topics in twentieth century America. A paper based on primary sources is required. Prereq.: same as HIST-420.
HIST-445 Seminar In Cultural and Intellectual U.S. History, 3 cr. Research on various topics in American cultural and intellectual history. A paper based on primary sources is required. Prereq.: same as HIST-420.
HIST-446 Seminar In Women's History of the United States, 3 cr. Research on various topics in the history of American women. A paper based on primary sources is required. Prereq.: same as HIST-420.

HIST-447 Seminar In Afro-American History, 3 cr. Research on various topics in Afro-American history. A paper based on primary sources is required. Prereq.: same as HIST-420.
HIST-449 Seminar In American Social History, 3 cr. Research on various topics in American social history. A paper based on primary sources is required. Prereq.: same as HIST-420.
HIST-450 Readings In Colonial Latin American History, 3 cr. Intensive readings and discussion on aspects of colonial Latin America to 1825. Prereq.: same as HIST-401.
HIST-451 Readings In Modern Latin American History, 3 cr. Intensive readings and discussion on aspects of Modern Latin America, since 1825. Prereq.: same as HIST-401.
HIST-452 Seminar In Latin American History, 3 cr. Research on various topics in the history of Latin America. A paper based on primary sources is required. Prereq.: same as HIST-420
HIST-453 Seminar In History of Mexico, 3 cr. Research on various topics in the history of Mexico. A paper based on primary sources is required. Prereq.: same as HIST-420.
HIST-460 Readings In Modern Japanese History, 3 cr. Intensive readings and discussion on the development of the modern Japanese state and society since the nineteenth century. Prereq.: same as HIST-401.
HIST-461 Readings In Classical Chinese History, 3 cr. Intensive readings and discussion on Chinese history from the Archaic Shang period (c. 1200 B.C.) through the seventeenth century. Prereq.: same as HIST-401.
HIST-463 Readings In Modern Chinese History, 3 cr. Intensive readings and discussion on various aspects of modern Chinese history from the nineteenth century to the present. Prereq.:same as HIST 401.
HIST-470 Readings in African History, 3 cr. This course is designed to provide the graduate students in history an introduction to the field of African history. Students will explore issues of sources and approaches which make African history distinct from other fields. Students will trace the development of African history in the last few decades, examine some of the major subjects, and study the most recent works to see where the field is headed. Prereq.: same as HIST-401.
HIST-471: Seminar in African History, 3 cr. This course offers an introduction to research methodology on African history. A paper based on primary sources is required. Prereq: graduate standing, HIST-401 and one appropriate 400 level reading course
HIST-480 Readings in History (Topics Vary), 3 cr. Exploration and analysis of topics in history. Consult the Schedule of Classes for specific topics. Prereq: Same as HIST-401
HIST-490 Independent Graduate Study In History, 3 cr. Intensive and guided study in selected subjects and periods of history. Independent Studies require the approval of the instructor, department chair and the appropriate College Dean. Prereq.: graduate standing and, consent of instructor.
HIST-496 Internship, 3 cr. 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 15 hours per week at the workplace, in addition to periodic meetings with faculty and other students. Independent Studies require the approval of the instructor, department chair and the appropriate College Dean. Prereq.: graduate standing and consent of instructor.
HIST-499 Thesis Seminar - History, 6 cr. Guidance of students conducting research and writing a thesis to fulfill requirements for the Master of Arts degree in History. Independent Studies require the approval of the instructor, department chair and the appropriate College Dean. Prereq.: acceptance to master's degree candidacy in history.

JUSTICE STUDIES

Cris E. Toffolo, Ph.D., Professor, Chair

Shelley Bannister, J.D., Ph.D., Professor
Rachel Birmingham, Ph.D., Assistant Professor
Loretta Capeheart, Ph.D., Associate Professor
Maria E. De La Torre, Ph.D., Assistant Professor
Nancy Matthews, Ph.D., Professor
Adam Messinger, Ph.D., Assistant Professor
Dragan Milovanovic, Ph.D., Professor
Theophilus Okosun, Ph.D., Associate Professor

In Justice Studies we seek to discover the social and historical roots of justice and injustice and examine how popular understandings of these shape public policies, including those of the criminal justice system. We study systematic explanations for the failure (or triumph) of justice in society and explore the potential for transformative justice. Through critical inquiry, social science investigation, and experiential learning, students develop an understanding of social and economic justice issues and critical criminology. We study the structural roots of crime and take up the legal and social concerns of socially disenfranchised communities whose members are often clients of the criminal justice system, including the poor, people of color, women, LGBTQ persons, prisoners, immigrants, and refugees.

The program makes a special effort to involve and serve community groups. Field experience, focusing on advocacy for community justice and the ethics that inform those practices, complements the academic program.

The Justice Studies major prepares students for human and social service work, research or advocacy positions, law school or graduate school. Criminal justice practitioners who wish to develop a comprehensive understanding of social justice and social policy will find the program well-suited to their needs.

UNDERGRADUATE PROGRAMS
Major in Justice Studies for the Bachelor of Arts Degree

All Justice Studies majors take six required courses plus eighteen credit hours of electives. Please consult your advisor about the sequence of courses. All students must take a writing-in-the-discipline, "WIP" class. JUST-202 fulfills this requirement.

Required Courses:

JUST-101 Introduction to Social Justice	3 cr.
JUST-202 WIP: Justice and Inequality	3 cr.
JUST-241 Research Methods in Justice Studies	3 cr.
JUST-301 Theories of Justice and Social Change	3 cr.
Electives (six additional courses in Justice Studies)	18 cr.
JUST-345 Practicum	3 cr.
JUST-350 Field Work Seminar	6 cr.
	Total 39 cr.

The electives in Justice Studies must be selected in consultation with a faculty advisor and should be chosen in an area of concentration related to the student's academic and career interests.

Minor in Social Justice (18 cr. hrs.)

Required Courses:

JUST-101 Introduction to Social Justice	3 cr.
JUST-202 WIP: Justice and Inequality	3 cr.
JUST-241 Research Methods in Justice Studies	3 cr.
JUST-301 Theories of Justice and Social Change	3 cr.
Two (2) electives in Justice Studies	6 cr.

Minor in Criminology (18 cr. hrs.)
Required Courses:

JUST-201 Introduction to Criminal Justice	3 cr.
JUST-202 WIP: Justice and Inequality	3 cr.
JUST-241 Research Methods in Justice Studies	3 cr.
JUST-312 Theories of Criminal Behavior	3 cr.
Two (2) electives in Justice Studies	6 cr.

Note: The program will accept a maximum of nine (9) transfer credit hours in Justice Studies, 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 the Chair.

COURSE OFFERINGS

JUST-101 Introduction to Social Justice, 3 cr. Examines the theme of justice as a foundational goal of all social institutions in a democracy. Introduces students to critically examining social injustices, especially in institutions and social structures. In order to arrive at a vision and practice of justice we will study those "acceptable" injustices through the lens of justice and equality for all.

JUST-201 Introduction to the Criminal Justice System, 3 cr. 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.

JUST-202 WIP: Justice and Inequality, 3 cr. Analysis of gender, race, class, and related inequalities in the context of political economy in the United States. Also focuses on consequent biases in criminal justice and the intersectional nature of discrimination in the delivery of justice. Includes identifying strategies for reducing these injustices. This course fulfills the Writing Intensive (WIP) graduation requirement for Justice Studies majors. Prereq.: JUST-101 or consent of instructor, ENG-101.

JUST-241 Research Methods in Justice Studies, 3 cr. This course introduces majors to quantitative and qualitative research methods used in the social sciences with a focus on Justice Studies issues. Students develop analytical skills through learning how researchers construct and use data to answer questions about human behavior, beliefs, and institutions. **Prereq.:** MATH 090, and either JUST 101 for Justice Studies majors or JUST 201 for Criminology minors.

JUST-301 Theories of Justice and Social Change, 3 cr. Explores general theories of social change, such as social evolutionism and historical materialism, and the relationship between social change and the pursuit of justice. The starting point is unjust social structures and processes, leading into analysis of how social change occurs, especially through social movements. Prereq.: JUST 101 and 202, or consent of instructor.

JUST-309 Portrayal of Crime in the Media, 3 cr. 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.

JUST-311 Women, Crime, and the Criminal Justice System, 3 cr. 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.

JUST-312 Theories of Criminal Behavior, 3 cr. Historic overview of theories of crime from the classical school to currently popular viewpoints including Marxist and radical theories with emphasis on the relationship between theory and criminal justice policy formulation. Prereq.: JUST-101 or JUST-201.
JUST-313 Prisons and Jails, 3 cr. 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.
JUST-314 Police in the Minority Community, 3 cr. 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.
JUST-316 Crime, Violence, and Culture, 3 cr. Exploration of interpersonal and structural violence and aspects of culture that promote it. The course considers: the criminalization of some and tolerance of other violence; competing theories of violence; and strategies for reducing and preventing violence.
JUST-317 White Collar Crime and Elite Deviance, 3 cr. This course examines the problems of defining crimes of the elite, theories related to white collar crime and elite deviance, and the impact of white collar crime and elite deviance on society and justice. We also examine the impact of social institutions upon white collar crime and elite deviance, reactions to these and the forms of punishment available.
JUST-318 Gangs in Chicago, 3 cr. This course provides an analysis of the history of, and theories about, gangs in Chicago. It examines how and why gangs develop, how they are structured, their gradual development, and how societal injustices impact the development of gangs generally, and in Chicago.
JUST-319 Latinos/as and the Criminal Justice System, 3 cr. This course examines the relationship between Latinos/ as and the criminal justice system. Issues addressed are what distinguishes Latinos/as from other racial and ethnic groups in the criminal justice system? What sociological and criminological theories can explain these differences? Key variables that are discussed are historical context, race and ethnic relations, current criminal justice policies.
JUST-321 Violence Against Women, 3 cr. Overview of the legal, sociological, psychological, and medical aspects of rape, battering and related forms of gendered violence. Explores social and cultural context of violence against women, changing definitions of violence, and the criminalization of sexual assault and family violence, and responses to violence, including the anti-rape and battered women's movements.
JUST-322 Women, Justice, & the Law, 3 cr. A discussion of justice and its intersection with gender. The course focuses on federal statutes and their interpretation, on sexual harassment and employment, and state statutes focusing on family law and criminal law.
JUST-323 Introduction to Child Advocacy Studies, 3 cr. This course provides a survey of the emerging field of Child Advocacy Studies, which researches and seeks remedies for the maltreatment of children and youth, including specific acts of violence and neglect, in the context of the pernicious effects of racism, poverty, sexism, and heterosexism, including the unique problems faced by immigrant and displaced children. The course examines the various economic, political, social and cultural circumstances that may contribute to the abuse and maltreatment of children and youth. It also teaches students about the strategies and tactics used by various local governmental and nongovernmental agencies, courts, and medical establishments to address these problems.
JUST-324 Women as Political Prisoners, 3 cr. 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.
JUST-325 Women and Revolution: Theories of Justice, 3 cr. 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 women's studies course.

JUST-326 Juvenile Justice System, 3 cr. Socio-economic analysis of the history of the juvenile justice system in an effort to understand how the system functions and whom it serves.
JUST-328 Social Justice & LGBTQ Issues, 3 cr. This course explores lesbian, gay, bisexual, transgender and queer social justice issues. Students will study LGBTQ issues and theories in the context of both historic and contemporary social justice practices. This will include an examination of race, class, gender, and ethnicity in LGBTQ communities, along with a discussion of legal, social, and political steps taken and contemplated to end the oppression of LGBTQ people. Prereq.: JUST-101 or permission of the instructor.
JUST-329 Politics of Punishment, 3 cr. 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.
JUST-330 Legal Research and Bibliography in Criminal Law, 3 cr. Study of basic reference and source materials. Visits to law libraries are required. Presentation of written and oral argument required. Prereq.: JUST-201 and 202, ENGL-101.
JUST-331 Law and Racism in America, 3 cr. The nature of racism, its essential features and their relationship to legal, social, and economic practices in the United States.
JUST-332 Race and Ethnic Relations, 3 cr. Course provides critical examination of the social construction of race focusing on how ethnicity, ancestry and phenotype are used historically to separate people. Students explore concepts, theoretical perspectives, and research patterns of cooperation and conflict between different racial and ethnic groups. Sources of prejudice, discrimination, power relations and stratification are discussed. Students examine contemporary problems and issues in the area of racial and ethnic relations and global justice. Prereq.: JUST-101 and JUST-202.
JUST-333 Community Law, 3 cr. General introduction to the impact of law on the public: consumer law, family law, and individual rights.
JUST-334 Criminal Law and Procedure, 3 cr. The basic principles of American criminal law, current issues and controversies surrounding the criminal justice process, and the constitutional rights of the accused. Prereq.: JUST-201.
JUST-335 Legal Process, 3 cr. Analysis of common law and the role of precedent with emphasis on appellate courts, particularly the U.S. Supreme Court.
JUST-336 Postmodern Law and Criminology, 3 cr. This course will introduce the core concepts of postmodern analysis and their application to law, criminology and social justice. It will be a challenge to modernist thought that has dominated the social sciences whose basic assumptions evolved from the Renaissance period. Discourse analysis and chaos theory along with other emerging perspectives will be explicated. Causation, the subject, objectivity, order, linearity, neutrality of language, rationality, universals, among others, will be re-thought via postmodern analysis.
JUST-337 Workers' Rights and Human Rights, 3 cr. Basic labor law: workman's compensation, unemployment compensation, National Labor Relations Act, etc., discussions of worker influence on factories.
JUST-338 Introduction to Human Rights, 3 cr. This course provides an introductory overview to human rights. Human rights are examined from several different points of view: as a legal and moral discourse in which justice claims are expressed; as an international regime consisting of many different treaties, legal bodies, United Nations agencies, and non-profit organizations which seek to prevent, investigate, and punish human rights violations; as a global social movement that promotes minimum universal standards of human dignity and respect; as a contested philosophical concept that is compared and contrasted with other types of moral claims; and as an increasingly important strategy being used by various communities in the United States to overcome many different types of social injustice. The main human rights organizations and their methods of working will be explained.

JUST-339 Tenants Rights Clinic, 3 cr. 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.

JUST-340 Sociology of Law, 3 cr. This course concerns the development of law in society. We cover: historical development of law; functions of law; the connection between political economy and law; various perspectives in studying law; classical thinkers; current and emerging thought; the emergence of lawyers and their language and form of reasoning; the emergence of legal rights and the legal subject; substantive biases of law (gender, race, class, intersectional); how "realities" are constructed in the courtroom; and freedom and coercion in law.

JUST-343 Conflict Transformation, 3 cr. Conflict is part of daily human experience. When properly managed, it can lead to awareness, growth, and better human relationships. However, when misdiagnosed and mismanaged, it can sour things and destroy relationships. It also leads to intra- and interpersonal, intra- and inter-group/organizational violence, as well as large-scale intra-state and international violence. This course explores the connection between justice, peace, and conflict by seeking to understand social conflict and the mechanisms used in its transformation. We begin by examining the theories of conflict analysis and resolution, and conclude by exploring methods and best practices.

JUST-345 Practicum in Justice Studies, 3 cr. Specific skills necessary for entry level agency/community work. Prereq.: JUST-101, 202, 241, 301, & 3-4 electives; consent of advisor or chairperson required.

JUST-346 Introduction to Oral History for Communities, 3 cr. This course introduces students to oral history, a practice that has expanded to many disciplines for its ability to provide information on aspects of life missing from documentary sources and offers different perspectives on historical events and processes. Notably, oral history is used in recovering the experiences of ordinary people. Students will gain knowledge and skills for engaging people in communities in telling their own stories. Students will learn the principles of oral history methodology by analyzing theoretical, ethical, and practical challenges interviewers and researchers face. Students will also learn basic skills for interviewing, transcribing, and abstracting oral histories. **Prereq.:** JUST-241 for Justice Studies majors, LLAS-290 for LLAS majors, or consent of instructor.

JUST-350 Field Work Seminar, 6 cr. Application of the specific skills learned in Practicum, as well as other classroom theories and concepts, in an agency and community setting. Two-hundred volunteer hours at work in the field and a 1 ½ hour weekly seminar. Prereq.: JUST-345.

JUST-351 Advocating for Social Justice in Illinois, 3 cr. This course provides students with a practical introduction to advocating for social justice in Illinois. It is taught from the perspective of marginalized communities that historically have been significantly less able to influence elected officials by donating large sums of money. However, these communities have been able to impact public education, legislation, and policy formation/implementation through strategic injections of expertise, organizing, smart coalition building, access to media, litigation, direct action, and other techniques. The course will include analyses of such issues as: the legislative process at the local and state levels; an introduction to the players; how to follow the money; the types of power such communities are up against in Chicago and suburbia; strategies to access media and produce a coherent message; the necessity of and methods to reframe and label issues; and the use of organizing, coalition-building, direct action, the courts, initiatives, and referendum.

JUST-361 Five-Hundred Years of Resistance, 3 cr. This course is a basic study of the over 500-year history of colonization imposed by Europeans and Euro-Americans. It also examines indigenous resistance to colonization and globalization. In this course, critical thinking and reasoning are introduced through the evaluation of historical developments, key contributors, and principle issues of resistance and revolutionary theory. Prereq.: JUST-202.

JUST-362 Justice Issues in Africa, 3 cr. Having lived/living through probing explorers, colonists, imperialists, and natural resources hunters, Africa has also attracted good intentioned development and international collaboration. Even though independence gained from Western nations has improved self-

determination in some of its 53 countries, the struggle for justice continues to dominate many political and social activities. This course examines factors that generate inequalities in South Africa; conflict, race , class, ethnic, gender violence, post-apartheid dynamics, neoliberal politics, access, housing, the environment, and exploitation issues in the light of global democracy and social justice. Prereq.: JUST-101 or consent of instructor.

JUST-363 Globalization and the Pursuit of Justice, 3 cr. We live in a world interconnected through economics, politics, communications, entertainment and migration. This course explores the emergence of globalization in its contemporary form, and its implications for the lives of ordinary people in the global north and south, east and west. Through case studies, we will examine how globalization affects movements for democracy and justice, and vice versa.

JUST-364 Terrorism in Media and Law, 3 cr. Whether used by governments, militaries, corporations, religious institutions, gangs or individuals, terror is an intense, overpowering fear caused by the threat and use of violence. This course examines five categories of terrorism. One case study explores how the U.S. responded to 9/11 by framing a long-term "War of Terror." Students will learn how to analyze the constantly changing images, propaganda, and tropes manufactured by media to know how to distinguish between terrorists, and those who use violence to defend themselves from aggression and invasion. Also covered are how terrorism is addressed in law; how terrorism impacts institutions/practices; causes of terrorism; ways to prevent/stop terrorism. Prereq.: JUST-101 and 202.

JUST-370 Immigration in Global Perspective, 3 cr. This course looks at contemporary international population movements and state policies in highly developed countries through the prism of social justice. The course provides an overview of the major theories explaining the nature, causes and consequences of migration, including key dimensions such as control policies, integration, security, and citizenship. The course also analyzes current public conversations debating unauthorized immigration, assimilation, and membership and belonging. Through readings, lectures, videos and newspaper articles, the course offers students tools for a critical understanding of migration by addressing questions of justice such as the rights of people to mobility, to work, to equality, and to inclusion.

JUST-371 U.S. Immigration Policy & Human Rights in the Americas, 3 cr. Historical overview of the United States' relations with the Americas as these structure economic and security interests in the region and influence regime change, human rights violations, and immigrant and refugee flows. Analysis of contrasting U.S. immigration and refugee policies.

JUST-382 Social Justice & Literature, 3 cr. Writers and artists often reflect and inspire major social realignments and radical shifts in the social structure. They have a unique lens with which to focus on society and institutions of power. This course explores the work of several writers and filmmakers to understand how their works mirrored and ignited aspects of social justice. It analyzes how artistic works serve as social critique to enable or inspire social protest and change. The course traces the author's/filmmaker's point of view in each work studied, and examines how they developed their central themes through plot and character. Prereq.: JUST-101 and ENGL-101 or permission of Instructor.

JUST-383 Social Justice and the Visual Arts, 3 cr. Visual artists are important critics of institutions of power and social inequality. Through an exploration of visual media, students will gain insights into issues of power and social inequality based on gender, class, race and sexual orientation. Students will analyze visual media and images utilizing social justice theories, and compare and contrast different visual media to consider their relevance to social change. Prereq.: JUST-101 or permission of Instructor.

JUST-390 Social Justice and the Environment, 3 cr. This course is a comprehensive overview of the connections between environmental justice, social justice, and animal ethics. The topics will be viewed from the following perspectives: 1) Justice and Sustainability; 2) Poverty, Economic Development and Environmental Justice; 3) Eco-Feminist Perspectives on Environmental Justice; 4) Native American Perspectives 5) Animal Ethics and the Relationship to Environmental Justice; and 6) Environmental Law.

JUST-391 Independent Study in Social Justice, 1 cr. This course provides a student with the opportunity to undertake an individualized investigation into a topic of the student's choice, under the personalized supervision of a Justice Studies faculty member. The student must fill out the Justice Studies department's Independent Study form and get the project approved two weeks before the semester begins. Prereq.: JUST-241 with grade of C or better, must be a declared JUST major with minimum GPA of 3.0 in major, consent of instructor, chair and College Dean.
JUST-392 Independent Study in Social Justice, 2 cr. This course provides a student with the opportunity to undertake an individualized investigation into a topic of the student's choice, under the personalized supervision of a Justice Studies faculty member. The student must fill out the Justice Studies department's Independent Study form and get the project approved two weeks before the semester begins. Prereq.: JUST-241, with grade of C or better, must be a declared JUST major with minimum GPA of 3.0 in major, consent of instructor, chair and College Dean.
JUST-393 Independent Study in Social Justice, 3 cr. This course provides a student with the opportunity to undertake an individualized investigation into a topic of the student's choice, under the personalized supervision of a Justice Studies faculty member. The student must fill out the Justice Studies department's Independent Study form and get the project approved two weeks before the semester begins. Prereq.: JUST-241, with grade of C or better, must be a declared JUST major with minimum GPA of 3.0 in major, consent of instructor, chair and College Dean.
JUST-395 Hunger and Homelessness, 3 cr. This class focuses on the lives of people who are underfed, homeless or in precarious housing. Examined are paths to poverty and how poverty is lived in America. Also explored are the structural barriers that prevent one from leaving poverty. These issues are looked at from a variety of perspectives that are introduced through readings, service learning, and guest speakers. One of the perspectives from which hunger and homeless is explored is from the point of view of advocacy: i.e., how can one advocate for homeless people? What assumptions underlie such advocacy?

LATINO AND LATIN AMERICAN STUDIES

Brett Stockdill, Ph.D., Professor, Chair
Christina Gomez, Ph.D., M.B.A., Professor, Program Coordinator
Core Faculty
Rene Luis Alvarez, Ph.D., Assistant Professor, Educational Inquiry and Curriculum Studies
Wilfredo Alvarez, Ph.D., Assistant Professor, Communication, Media and Theatre
Brandon Bisbey, Ph.D., Assistant Professor, World Languages and Culture
Christina Bueno, Ph.D., Associate Professor, History
Loretta Capeheart, Ph.D., Associate Professor, Justice Studies
Gabriel Cortez, Ph.D., Assistant Professor, Educational Leadership and Development
Maria De La Torre, Ph. D., Assistant Professor, Justice Studies
Emily Garcia, Ph.D., Associate Professor, English
Francisco X. Gaytan, Ph. D., Assistant Professor, Social Work
George Gerdow, Instructor, History
Ana Gil-Garcia, Ph.D., Professor, Educational Leadership and Development
Dennis Grammenos, Ph. D., Associate Professor, Geography & Environmental Studies
Bradley Greenburg, Ph. D., Professor, English
Richard Grossman, Instructor, History
Jon B. Hageman, Associate Professor, Anthropology
Sarah Hoagland, Ph. D., Professor Emerita, Philosophy
Timothy Libretti, Ph. D., Professor, English

Jose Lopez, Instructor, Latino and Latin American Studies
Erica Meiners, Ph. D., Professor, Educational Inquiry and Curriculum Studies
Ava Nieves, Ph. D., Associate Professor, Art
Victor Ortiz, Ph.D., Associate Professor, Latino and Latin American Studies
Milka Ramirez, Ph.D., Assistant Professor, Social Work
Paul Schroeder-Rodriguez, Ph.D., Professor, World Languages and Cultures

The Latino and Latin American Studies (LLAS) Program of Northeastern Illinois University provides academic and experiential opportunities to foster a comprehensive understanding of Latinos, Latin American and Caribbean peoples in their relationship to each other, the United States, and the world. The program builds on the University's commitment to diversity and community partnerships as it promotes pride in the values of diverse ethnic heritages. Through the coordination of diverse offerings of various departments, the program fosters an interdisciplinary approach to provide students with concepts and skills to interact effectively and constructively in a multicultural context.

Major in Latino & Latin American Studies (LLAS) for the Bachelor of Arts Degree

I. **Latino Studies Concentration (36 credit hours)**

A. LLAS-101 Introduction to Latino and Latin American Studies 3 cr.
LLAS-201 WIP: Culture and History of Latinos 3 cr.
LLAS-290 Research Methods in Latino and Latin American Studies 3 cr.

B. Latin American Language 6 cr.
Two courses taught in Spanish, Portuguese, French or an indigenous language from Latin America. Course levels are determined by the result of the World Languages and Cultures placement exam.

C. Six electives with at least three courses at 300 level 18 cr.
Four electives from the Latino Studies concentration and two electives from the Latin American Studies concentration. See list of cross-listed courses.

D. Capstone Course 3 cr.
LLAS-391 Internship in Latino Studies

Total 36 cr.

II. **Latin American Studies Concentration (36 credit hours)**

A. Core Courses
LLAS-101 Introduction to Latino and Latin American Studies 3 cr.
LLAS-201 WIP: Culture and History of Latinos 3 cr.
LLAS-290 Research Methods in Latino and Latin American Studies 3 cr.

B. Latin American Language 6 cr.
Two courses taught in Spanish, Portuguese, French or an indigenous language from Latin America. Course levels are determined by the result of the World Languages and Cultures placement exam.

C. Six electives with at least three courses at 300 level 18 cr.
Four electives from the Latin American Studies concentration and two electives from the Latino Studies concentration. See list of cross-listed courses.

D. Capstone Course 3 cr.
LLAS-392 Internship in Latin American Studies

Total 36 cr.

Minor in Latino & Latin American Studies
(18 credit hours)

A. Three Core Courses (9 credit hours)
LLAS-101 Introduction to Latino and Latin American Studies 3 cr.
LLAS-201 WIP: Culture and History of Latinos 3 cr.
LLAS-301 Field Seminar in Latino & Latin American Studies 3 cr.
B. Three Elective Courses 9 cr.

Total 18 cr.

Elective courses must be distributed among at least two different disciplines or departments and are chosen from selected list of cross-listed courses. See list of cross-listed courses.

Of the eighteen credit hours, nine must demonstrate thematic consistency. A minimum of nine credit hours must be at the 300 level.

COURSE OFFERINGS:

LLAS-101 Introduction to Latino and Latin American Studies, 3 cr. This course is an introduction to Latino and Latin American Studies. It explores the diverse origins and conditions of the multiple groups encompassed by the terms "Latino" and/or "Hispanic." The course traces connections with ancestral Latin America in terms of its pre-Hispanic and colonial past, as well as its post-colonial present. (This course is a General Education course in the area of Social/ Behavioral Sciences)

LLAS-201 WIP: Culture and History of Latinos, 3cr. Culture and History of Latinos is intended to insure that Latino and Latin American Studies students understand the religious, social, economic and political aspects of Latino groups. It explores their roles and conditions in the new demographic context of the United States as it largest ethnic minority group. Prereq.: ENG-101 minimum grade of C or better.

LLAS-224 The Chicano Movement, 3 cr. This course is an analytical overview of stories and histories of and about people of Mexican ancestry or origin in the United States of America. The course examines involvements, events, and conditions directly affecting the fates and opportunities of this constituency through time. The course focuses on regional, class, and gender particularities as well as symbolic and epistemological characteristics.

LLAS-225 Puerto Ricans and the Caribbean, 3 cr. This course is an overview of people in the Caribbean and/or in the U.S. with ancestral or migratory ties to the Caribbean.

LLAS-290 Research Methods in Latino and Latin American Studies, 3cr. The course provides an introduction to the theories and processes of critical inquiry in the social sciences and humanities. Each student conducts a focused review of the literature in response to a specific, identified issue and is introduced to the elements of scholarly writing. The course creates a learning community of scholars working to explore meaningful solutions to identified research questions in Latino and Latin American Studies humanities and social sciences area. Prereq.: LLAS-101 and LLAS-201.

LLAS-301 Field Seminar in Latino and Latin American Studies, 3 cr. The course aims towards the formulation of a sophisticated understanding of social and political life of Latinos in the current context. It combines theoretical insights and documentary information to examine the assets and current challenges

of these communities. This course serves as the capstone course for LLAS minors. Prereq.: LLAS-101, LLAS-201 and 9 credits of LLAS elective or cross-listed courses.

LLAS-312 Introduction to the Barrio, 3 cr. Students do research on their residential neighborhoods using historical and demographic data, along with political and theoretical insights from the social sciences and the students' experiences.

LLAS-345 Race, Class, Gender and Latinos, 3 cr. This course is an analytical overview of the complexity of Latino community/ies. The course aims towards the formulation of a sophisticated understanding of social and political life of Latinos in the current context. It combines theoretical insights and documentary information to examine the assets and current challenges of these communities.

LLAS-346 Introduction to Oral History for Communities, 3 cr. This course introduces students to oral history, a practice that has expanded to many disciplines for its ability to providing information on aspects of life missing from documentary sources and offering different perspectives on historical events and processes. Notably, oral history is used in recovering the experiences of ordinary people. Students will gain knowledge and skills for engaging people in communities in telling their own stories. Students will learn the principles of oral history methodology by analyzing theoretical, ethical, and practical challenges interviewers and researchers face. Students will also learn basic skills on interviewing, transcribing, and abstracting oral histories. This course is cross-listed in the Justice Studies Department (JUST 346).

LLAS-391 Internship in Latino Studies, 3 cr. This capstone course is an opportunity for students to culminate their Latino studies concentration with an internship tailored to enhance their understanding of social and political life of Latinos. The internship will be an intense course that will give students the opportunity to apply the knowledge and skills developed over the course of their undergraduate career to an actual work setting. Students should expect to work closely with site supervisor, others at internship site, seminar classmates, and Professor. Prereq.: LLAS-101, LLAS-201, LLAS-290.

LLAS-392 Internship in Latin American Studies, 3 cr. This capstone course is an opportunity for students to culminate their Latin American studies concentration with an internship tailored to enhance their understanding of social and political life of Latin Americans. The internship will be an intense course that will give students the opportunity to apply the knowledge and skills developed over the course of their undergraduate career to an actual work setting. Students should expect to work closely with site supervisor, others at internship site, seminar classmates, and Professor. Prereq.: LLAS-101, LLAS-201 and LLAS-290.

LLAS-393 Independent Study in Latino and Latin American Studies, 3 cr. Academic credit for special research project student conducts with individual guidance from a faculty member. Projects that could be completed in an established course are not appropriate for Independent Study. Student must submit project proposal to the faculty member in the semester prior to the one in which the project is to be conducted. Independent Study requires approval of instructor, coordinator of program, department chair and college dean. Prereq.: LLAS-101, LLAS-201 and LLAS-290.

Cross-Listed Courses

Anthropology

ANTH-221 Peoples of South America
ANTH-225 Peoples of Mexico, Central America and the Caribbean
ANTH-250 Latin American Archeology
ANTH-331 Anthropology of Race
ANTH-350 South American Archaeology
ANTH-373 Urban Anthropology *
ANTH-374 The Maya
ANTH-380 Archaeological Field School

Art
ART-302E Studies in Art History and Andean Art
ART-305 Art and Architecture of the Ancient Americas
ART-306 Andean Art and Architecture
ART-307 Art of Latin America

Educational Foundations
EDFN 205 Social Foundations of Education
EDFN 314 Social Issues in Educational Settings*

English
ENGL-365 Caribbean Literature
ENGL-369 U.S. Latina/o Literature and Culture
ENGL-382 Chicano/a Literature

Geography and Environmental Studies
GES-302G Regional Geography: Caribbean
GES-302X Regional Geography: Latin America
GES-347 Gentrification and Urban Redevelopment *
GES-348 Latino Metropolis

History
HIST-111D World History: Latin America
HIST-332B U.S. Foreign Relations 1914-Present
HIST-333 American Ethnic History
HIST-350 History of Brazil
HIST-351 History of Central America & the Caribbean
HIST-352 History of Puerto Rico
HIST-353 History of Mexico
HIST-354 Contemporary Latin America
HIST-392 Problems in History (check for approved topic) *

Justice Studies
JUST-319 Latinos/as and the Criminal Justice System
JUST-346 Introduction to Oral History for Communities
JUST-370 Immigration in Global Perspective
JUST-371 U.S. Immigration Policy and Human Rights in the Americas

Philosophy
PHIL-363 Latin American Decolonial Theorizing
PHIL-364 Critical Race Theory
PHIL-367 Postcolonialism

Political Science
PSCI-329 Minority Politics in the U.S.
PSCI-331 Latinos and Public Policy
PSCI-332 Latinos and the Law
PSCI-333 Immigration, Ethnicity & Citizenship

PSCI-365 Politics and Governments of Mexico, Central America and the Caribbean
PSCI-366 Politics and Governments of South America
PSCI-386 Globalization and Politics

Psychology
PSYC-317 Latino Psychology: Mental Health and the Latino Experience in the U.S.A.

Social Work
SWK-203 Analysis of Cross-Cultural Interaction*
SWK-308 Social Work Practice with Immigrants and Refugees
SWK-324 Social Work and Latino Communities

Sociology
SOC-216 Race and Ethnic Relations*
SOC-270 Sociology of Latinas
SOC-314 Urban Sociology *

Spanish
SPAN-314 Latin American Culture
SPAN-321 Latin American Literature I
SPAN-323 Latin American Literature II
SPAN-368 Latin American Cinema
SPAN-376 Gabriel García Márquez
SPAN-381 Contemporary Latin American Literature

Teacher Education
BLBC-338 Bilingualism and Education
BLBC-342 Assessment in the Bilingual Classroom
ELED-315 Teaching in the Inner City Elementary School
SCED-303F Teaching Modern Foreign Language in the Secondary School

Teacher English as a Second language
TESL-320K Language and Culture: Latin America

World Languages and Cultures
WLC-200L Introduction to Latin American Culture
WLC-361 Latin American Novel in Translation

**Requires LLAS Advisor approval to count as a LLAS Major/Minor elective.*

LINGUISTICS

Shahrzad Mahootian, Ph.D., Professor, Program Coordinator
Richard W. Hallett, Ph.D., Professor
Judith Kaplan-Weinger, Ph.D., Professor

The Department of Linguistics is committed to providing students with a solid foundation in the study and understanding of human language as a convergence of genetic, psychological, and social systems and networks. Knowledge of how and why we communicate brings us closer to understanding who we are and how we can affect our worlds.

Exploring language from both theoretical and functional perspectives, our program trains students to critically examine and analyze the world within and around them—a skill that can be applied to teaching, curriculum development, corporate cultures, legal contexts, intercultural communication, forensics, artificial intelligence, publishing, product branding, counseling, and child development.

The Department offers a minor in Linguistics at the undergraduate level and an MA in Linguistics at the graduate level. Course work in linguistics is a recognized asset for careers in curriculum development, language teaching, publishing, product branding, speech pathology, natural language processing, translation, law, education, and other professions within social and behavioral sciences, especially those concerned with language policies and practices in multilingual settings.

Further information about our programs can be found on our website: http://www.neiu.edu/~linguist/.

UNDERGRADUATE PROGRAM

The Department of Linguistics offers courses leading to a minor in linguistics for liberal arts majors and for prospective elementary school language arts teachers. In addition, 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	3 cr.
LING-303 Grammars of English	3 cr.

Electives: (12 credit hours, 6 credits hours at the 300 level—chosen in consultation with the undergraduate advisor)

LING-300 English Grammar in the Classroom	3 cr.
LING-301 History of English Language	3 cr.
LING-304 Introduction to Phonology	3 cr.
LING-316 Languages and Cultures: Middle East	3 cr.
LING-320G Language and Culture: Aboriginal Australia	3 cr.
LING-320N Language And Culture: Native American	3 cr.
LING-322 Sociolinguistics	3 cr.
LING-337 Linguistic and Sociolinguistic Aspects of the Evaluation of Communicative Competence	3 cr.
LING-347 The Origin of Language	3 cr.
LING-360 Seminar in Linguistics: Varies	3 cr.
LING-361 Introduction to World Englishes	3 cr.
LING-362 Linguistics and Literature	3 cr.
	Total 18 cr.

ELEMENTARY AND EARLY CHILDHOOD MINORS

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 licensure requirements.

COURSE OFFERINGS

LING-109 FYE: Language and Diversity in Chicago, 3 cr. Hands-on research, using Chicago's rich diversity of languages in contact as a laboratory, will enable you to understand the mechanisms, dynamics, and manipulations of language and language use. Students will explore the following questions:

- What is language?
- What makes it universal?
- What makes it unique?
- How can it be used as a tool?
- How does it unite or divide?
- What is language contact and how does it affect you?
- What is the relationship between language and identity?
- What is language diversity and what brings it about?
- • How does an awareness of language make you a stronger, more confident communicator?

LING-110 Lexicology: The Study of Words, 3 cr. Introduction to the study of words, with particular attention to English from an historical, structural, and sociolinguistic perspective. This course meets one of the Humanities requirements of the General Education Program.

LING-120 Language and Human Behavior, 3 cr. 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 behavior, pidgins and creoles, and sign language. This course is designed for students having no background in linguistics. This course meets one of the Humanities requirements of the General Education Program as well as the Improving Human Relations requirement.

LING-201 Introduction to General Linguistics, 3 cr. Nature and structure of languages and of 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 geographic varieties of language use), and a look at the history of English and its relationship to other languages.

LING-300 English Grammar in the Classroom, 3 cr. This course introduces the basics of sentence structure in English with the purpose of enabling future teachers to teach English grammar successfully in a multicultural classroom. To this end, students will learn the forms and functions of spoken and written English and learn grammatical terminology. They will also investigate issues related to standard and non-standard varieties of English and to the relationship between grammar and language instruction. Prereq: LING 120 or LING 201

LING-301 History of the English Language, 3 cr. Historical descriptive linguistic survey of English from its origins to modern English. Prereq: LING-201

LING-303 Grammars of English, 3 cr. A descriptive and historical analysis of English grammar. Prereq: LING-201

LING-304 Introduction to Phonology, 3 cr. Introduction to theories of sound patterning in language. Includes articulatory phonetics, phonemics, morpheme structure, phonological feature systems, and topics from generative phonology. Prereq: LING-201

LING-316 Languages and Cultures: Middle East, 3 cr. This courses introduces students to the languages, cultures, values, preconceptions and misconceptions associated with the region known as the Middle East.

A variety of sources, including academic texts, articles, fiction, poetry, film and the visual arts are incorporated to better grasp and appreciate the complex of languages and cultures of the region. Check the current schedule for the focus country. Prereq.: LING 201 or LING 322 or ANTH 212 or HIST 111F Or HIST 391 or permission of instructor.

LING-320 Language and Culture Anthropological, psychological and linguistic study of various aspects of the interconnections of language and culture.

LING-320G Language and Culture: Aboriginal Australia, 3 cr. This course focuses on the languages and cultures of Aboriginal Australia. It will examine a number of different linguistic features (phonological, morphological, and syntactic) found in a variety of Australian languages. In Addition to structural features, the course will examine Aboriginal languages and their interaction within the social and cultural setting of traditional life as well as issues involving language and cultural contact with European powers. Prereq.: LING-201.

LING-320N Language And Culture: Native American, 3 cr. This course focuses on the languages and cultures of Native America. It will examine a number of different linguistic features (phonological, morphological, and syntactic) found in a variety of North American languages. In addition to structural features, the course will examine languages and their interaction with social and cultural domains as well as issues of language contact. Prereq.: LING-201.

LING-322 Introduction to Sociolinguistics, 3 cr. 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-323 First and Second Language Acquisition, 3 cr. 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. Prereq: LING-201.

LING-337 Linguistic and Sociolinguistic Aspects of the Evaluation of Communicative Competence, 3 cr. This course adopts ethnographic methodology to explore the acquisition and performance of communicative competence in a variety of professional settings. The concept of communicative competence has its origins in the field of sociolinguistics - the branch of linguistics that studies the relationship between language and culture or, as sometimes defined, language in society. Key to one segment of socio-linguistic research and practice is the field of ethnography of communication, initiated by anthropological linguists Dell Hymes and John Gumperz. Ethnography of communication focuses on identifying and analyzing "the situations and uses, the patterns and functions of speaking as an activity in its own right: (Hymes 1974). In so doing, the theory and application of this field focuses on identifying the norms of appropriate language use in interaction in given social domains.

LING-338 Introduction to Syntactic Theory, 3 cr. Following the ground work established over the past 15 years, this course will introduce students to modern syntactic theory as practiced within the Minimalist Program. An emphasis will be placed on the methodological and theoretical achievements of this area of research as developed in the past decade. Students will further examine the notions of functional and lexical projections, empty categories, feature checking operations, various kinds of movement and merge operations, and locality constraints. Prereq: LING-201, LING-303, and a minimum grade of 'B' in both courses.

LING-344 Linguistics and Reading, 3 cr. Relationship between language and structure and the reading process with emphasis on the practical problems such as the variety of dialectically 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 linguistic texts for teaching reading. Designed to be useful to the in-service classroom teacher as well as to undergraduates.

LING-347 The Origin of Language, 3cr. 'The Origin of Language' introduces students to recent theorizing about how, when and why language appeared in humans, considering intriguing evidence and speculation from a range of fields including linguistics, anthropology, cognitive science, philosophy, primatology and

evolutionary biology. Generally stated, the course is framed around four broad questions: Did language appear gradually or suddenly? Did it appear relatively recently or millions of years ago? How was language adaptive for the individuals and populations that it first appeared in? What conditions were necessary for language to appear? Prereq: LING-201 or BIO-201 or ANTH 212 or ANTH-215 with a minimum grade of 'C' in any of these courses, or permission of instructor.

LING-360 Seminar in Linguistics: Varies, 3 cr. 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. Prereq: consent of advisor.

LING-361 Introduction to World Englishes, 3 cr. Examination of issues involved in the development, spread, and maintenance of varieties of English throughout the world, now commonly referred to as Global or World Englishes. This course emphasizes the historical, political, and ideological issues of globalization, nativization, post-colonialism, standardization, and pedagogy of native and non-native varieties of English. Prereq.: LING-201.

LING-362 Linguistics and Literature, 3 cr. This course presents an introduction to linguistic and discourse-analytic approaches to style in literary works. The study of literary language, most typically the domain of courses in literature, is also undertaken by linguists for the obvious reason that literature, as language, is composed of the structures and used for the functions that are the focus of formal and applied linguistic analysis. Linguistics and Literature focuses on the stylistic use of phonological, morphological, syntactic and semantic features; paralinguistic features of intonation, pitch, rhythm, stress, loudness, and speed; and speech acts and pragmatic conventions of indirectness, entailment, presupposition, implication, and persuasion. Prereq: LING 201 or permission of instructor.

LING-391F Advanced Grammatical Analysis: Mandan, 3 cr. This is a course in advanced linguistic analysis. It focuses on the extremely endangered Siouan language, Mandan. Students will learn how to do linguistic research through a critical analysis of existent Mandan texts and explore various aspects of Mandan grammar. Topics may include any aspect of morphology, syntax, or narrative discourse structure. Prereq.: LING-201, LING-303, LING-322, and a minimum grade of a 'B' in the above courses.

LING-391N Advanced Grammatical Analysis: Biloxi, 3 cr. This is a course in advanced linguistic analysis. It focuses on the extinct Siouan language, Biloxi. Students will learn how to do linguistic research through a critical analysis of existent Biloxi texts and explore various aspects of Biloxi grammar. Topics may include any aspect of morphology, syntax, or narrative discourse structure. Prereq.: LING-201, LING303, LING-322, and a minimum grade of a 'B' in the above courses.

LING-391O Advanced Grammatical Analysis: Crow, 3 cr. This is a course in advanced linguistic analysis. It focuses on the endangered Siouan language, Crow. Students will learn how to do linguistic research through a critical analysis of existent Crow texts and explore various aspects of Crow grammar. Topics may include any aspect of morphology, syntax, or narrative discourse structure. Prereq.: LING-201, LING303, LING-322, and a minimum grade of a 'B' in the above courses.

GRADUATE PROGRAM

Master of Arts in Linguistics

The graduate program offers work leading to a Master of Arts degree in Linguistics. Our dynamic curriculum combines core studies in the structure of language [phonology, morphology, syntax, semantics] with current approaches in sociolinguistics, language acquisition, psycholinguistics, language contact, World Englishes, endangered languages, discourse analysis, and identity studies.

Requirements for Admission to the Program:

Students must fulfill the requirements for admission to the Graduate College of Northeastern Illinois University and apply to the Linguistics Department (GC11) for admission to the degree program. A

student-at-large may transfer no more than 9 credit hours of graduate coursework into the graduate Linguistics program.
The applicant must possess:

- a bachelor's degree from an accredited college or university
- an undergraduate academic record with a grade point average of 2.75 or better (4-point scale). No GRE is required.
- nine hours or the equivalent of college-level foreign language study.

When students do not meet the language requirement, they may be given provisional admission and may complete their required foreign language course work while enrolled in the MA program. The language requirement must be fulfilled before applying for graduation. Non-native speakers of English must also score 600 (250 on the computer-based exam) or higher on the TOEFL. In some instances a Test of Written English (TWE) score may also be required. Equivalent evaluations may be submitted to the advisor who will decide whether they are acceptable or not. Admission to the M.A. program may be restricted if a student possesses a bachelor's degree from a non-accredited or foreign institution.

Requirements for the Degree:
12 courses/36 hours of course work; Cumulative 3.0 GPA in Linguistics courses with no more than 2 grades of C; successful completion and oral defense of a Linguistics Capstone course or Thesis.

Required Courses
LING-401 Fundamentals of Modern Linguistics
LING-405 Typology
LING-422 Phonology
LING-427 Morphology or LING-435 Semantics
LING-437 Generative Grammar
LING-446 Sociolinguistics
LING-450 First Language Acquisition

PLUS 4 electives
Elective courses may be selected from the list below or from one of the Capstone courses (without the Capstone requirement)

LING-409 Research Design
LING-433 Lexicology
LING-438 Syntax
LING-447 The Origin of Language
LING-452 Psycholinguistics
LING-472 American English--History and Growth
LING-473 The English Language-History and Development
LING-475 Historical and Comparative Linguistics
LING-481 Language and Tourism
LING-483 Field Methods In Linguistics
LING-484 Language Endangerment And Documentation
LING-489 Linguistics In The Professions

CAPSTONE
To complete the Program, select one of the following courses as a Capstone course or select the Thesis Seminar

LING-430 Structure of Language
LING-449 Anthropological Linguistics
LING-453 Language Contact
LING-454 Language and Identity
LING-471 World Englishes
LING-482 Stylistics
LING-488 Languages & Cultures Of Iran
LING-491E Translation And Linguistic Analysis: Aleut
LING-491F Translation: Mandan
LING-491N Translation: Biloxi
LING-492 Seminar: Linguistics and Related Fields
LING-493 Seminar: Linguistic Theory
LING-494 Seminar: Historical Linguistics
OR
LING-499 Thesis Seminar

COMPLETION OF THE M.A. IN LINGUISTICS
Students may choose to complete their MA degree through either a Capstone Experience or the Thesis Seminar. Both options engage students in an assessment component that authentically addresses and evaluates their knowledge and skills in linguistics and applied linguistics. Students will have completed the 7 required courses with a B average or higher, and have obtained the approval of their graduate advisor before registering for a capstone course or thesis.

The Capstone
The Linguistics MA capstone has two components. The first is completion of a capstone course (see list of Capstone Courses). The second component is a 20-minute presentation based on the capstone paper at the NEIU Student Symposium or at a Linguistics Department Student Colloquium.

The capstone offers students a unique opportunity to integrate their MA linguistics education and demonstrate comprehensive knowledge of linguistics. Students complete their capstone research by demonstrating how their understanding of a number of the linguistic sub-areas covered in the required courses are relevant to the content of their capstone course and paper. The product of this capstone experience will be a research paper that is appropriate for conference presentation and/or publication.

Thesis Option
Students will work with a committee of three Linguistics faculty to conduct original research and to write a thesis. Students will have completed the 7 required courses with a B average or higher, and have obtained the approval of their graduate advisor before registering for the thesis seminar.

MASTER OF ARTS IN TEACHING: LANGUAGE ARTS
MA Linguistics courses are open to students seeking an M.A. in Teaching: Language Arts. Students may enroll in Linguistics courses as part of their 9 hours elective requirement. Please see the program coordinator or the graduate advisor to seek approval for entrance into these classes.

MASTER OF SCIENCE IN INSTRUCTION: LANGUAGE ARTS
MA Linguistics courses are open to students seeking an M.S. in Instruction: Language Arts. Students may enroll in Linguistics 401 to satisfy the Language Arts concentration in the Secondary Sequence. They may

also enroll in other Linguistics courses as part of their 9 hour elective requirement. Please see the program coordinator or the graduate advisor to seek approval for entrance into these classes.

COURSE DESCRIPTIONS

LING-401 Fundamentals of Modern Linguistics, 3 cr. Overview of language as a rule-governed system, with particular emphasis on the following subfields of linguistics: phonetics (the sounds of a language), phonology (the functioning and patterning of sounds), morphology (the analysis of word structure), syntax (the analysis of sentence structure), and semantics (the analysis of meaning). This course will also give a historical overview of the field of linguistics. Other topics may include historical linguistics, language typology, pragmatics, sociolinguistics, the brain and language, and computational linguistics. Prereq: Graduate standing or consent of instructor.

LING-405 Typology, 3 cr. Typology in linguistics is the study of the similarities and differences in human languages. This course examines the major grammatical categories and constructions found in the world's languages. Using a cross-linguistic comparison we seek to understand absolute linguistic universals (things all languages share), universal tendencies (things that most languages share), and implicational universals (if a language has X, then it has Y). This type of study allows us to better understand the human mind and how it processes language, what is possible and impossible in human language, and how and if languages are genetically related. Prereq: Graduate standing or consent of instructor.

LING-409 Research Design, 3 cr. Research Design is a survey course that reviews some of the major trends and methodologies used in linguistics, language acquisition, and language teaching. It will provide an exploration of primarily quantitative approaches used in language-specific inquiry by examining a variety of studies from the literature, their questions, their underlying assumptions, and their design. Prereq: Graduate standing or consent of instructor.

LING-422 Phonology, 3 cr. The course provides an overview of current phonological theory and traces the development of generative phonology, autosegmental theory, feature geometry, lexical phonology and Optimality theory to account for cross-linguistic similarities and differences. We will also look at the interface between phonology, semantics and pragmatics. Prereq: LING 401.

LING-427 Morphology, 3 cr. Morphology is the study of word formation. This course examines a wide range of data from a variety of languages in order to determine how words are composed. It focuses primarily on derivational morphology (how words are composed in the lexicon) and inflectional morphology (how variation in word forms shows grammatical functions in the syntax of the language). The development of morphological theory as well as the interaction between morphology and phonology and morphology and syntax are also examined. Prereq: LING 401.

LING-430 Structure of Language, 3 cr. Phonological and grammatical structure of a selected language and its genetic relations to others of its family. Topics may include a variety of languages from the Indo-European, Semitic, Siouan, Eskimo- Aleut, Caddoan, or Munda language families. Prereq: LING 401, LING 422, and LING 437.

LING-430C Structure of Language: Lakhota, 3 cr. Lakhota is a member of the Mississippi Valley branch of the Siouan Language family. The language is an agglutinating one with many synthetic characteristics. This course will examine the structure of the Lakhota language, focusing on the phonology, morphology, and syntax of the language. This will be accomplished by reading and comparing a number of grammars and sketches as well as examining original Lakhota texts. Prereq.: LING-401, LING-422, and LING-437.

LING-433 Lexicography, 3 cr. 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. Prereq: LING 401.

LING-435 Semantics, 3 cr. What is meaning? How does word meaning contribute to sentence meaning? This course explores these two fundamental questions beginning with basic assumptions about semantic

compositionality and how it corresponds to syntax. The course introduces the fundamentals of logic as they apply to semantics and investigates the meanings of nouns, adjectives, and especially verbs through lexical semantics. Prereq: LING 401, and LING 437.

LING-437 Introduction to Generative Grammar, 3 cr. In taking a scientific approach to the study of language, this course investigates the linguistic process of constructing formal grammars that reflect native speaker knowledge and, therefore, works towards arriving at a Universal Grammar. Comparing data from a variety of languages, we look for generalizations across languages that account for what speakers know and how children learn language. We examine topics core to generative assumptions about language and language study. Analytical skills developed in this course can then be extended to further work on syntax or adapted to pedagogical applications. Prereq: LING 401.

LING-438 Syntax, 3 cr. Following the groundwork established in LING 437, this course will introduce students to modern syntactic theory as practiced within the Principles and Parameters/Minimalist approach. Although an emphasis will be placed on the methodological and theoretical achievements of the Minimalist Program of the past decade, contributions from other frameworks will be examined as well. Students will be introduced to the notions of functional and lexical projections, empty categories, feature checking operations, various kinds of movement and merge operations, and locality constraints. Prereq: LING 401, and LING 437.

LING-446 Sociolinguistics, 3 cr. Sociolinguistics studies the relationship between language and culture at both the macro- and micro-analytic level. The language practices of individuals and communities correlate with social, cultural, and personal factors. This course examines language variation by focusing on topics such as interactional discourse, ethnography of communication, language and gender, and regional and social dialectology.

LING-447 The Origin of Language, 3 cr. 'The Origin of Language' introduces students to recent theorizing about how, when and why language appeared in humans, considering intriguing evidence and speculation from a range of fields including linguistics, anthropology, cognitive science, philosophy, primatology and evolutionary biology. Generally stated, the course is framed around four broad questions: Did language appear gradually or suddenly? Did it appear relatively recently or millions of years ago? How was language adaptive for the individuals and populations that it first appeared in? What conditions were necessary for language to appear? Prereq: LING-401 or permission of instructor.

LING-448 Discourse Analysis, 3 cr. Discourse analysis examines the structuring and use of language to promote social action – i.e. language produced in recognition of and response to its role in society and effects on others. Research explores spoken, written, and visual texts and sociolinguistic aspects of the relationship between languages, cultures, and individuals. Students will come to understand that identity – personal, social, national – as well as ideology – are constructed by and, in turn, serve to construct interactional discourse. Prereq: LING 401, LING 437, and LING 446.

LING-449 Anthropological Linguistics, 3 cr. Combining the theory and methodology of the ethnographic analysis of culture with the theory and methodology of the sociolinguistic analysis of contextualized talk and text, this course examines the social practice of language in use within and across cultures. Through collection and analysis of naturally-occurring culturally-grounded data, students will identify and come to appreciate how language structures and reveals the systems that both influence and expose cultural knowledge. Students can apply their awareness to culturally-bounded events in settings such as education, corporations, families, and the world at large. Prereq: LING 401, LING 437, and LING 446.

LING-450 First Language Acquisition, 3 cr. In this course we examine the stages through which a child passes towards native language mastery of the phonological, morphological, syntactic, and semantic systems. Various theories which attempt to account for the child's ability to acquire language will be considered in light of the context of monolingual and bilingual language acquisition. Prereq: LING 401.

LING-452 Psycholinguistics, 3 cr. 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. Prereq: LING 401.
LING-453 Language Contact, 3 cr. This course examines language contact and bilingualism as a sociolinguistic phenomena and articulates its impact on individuals and society. It focuses on issues such as language choice, language maintenance and language death in multilingual communities, national and individual identity, the structure, function and impact of code switching, and controversial issues such as bilingual language acquisition and the relationship between bilingualism and cognitive, linguistic and social development. Prereq: Ling 401, LING 437, LING 446.
LING-454 Language and Identity, 3 cr. This course explores the role of language in the construction of identities and the significance of identity construction as a negotiated social action within language variation. The concept and construction of identity is investigated at the individual, community, and global levels. The focus of the course is on how these multi-leveled identities are developed and realized through the use of language. The course explores a wide range of theoretical and methodological perspectives on identity in mono- as well as multi-lingual contexts. Prereq: LING 401 or consent of instructor, and LING 446.
LING-471 World Englishes, 3 cr. Examination of issues involved in the development and maintenance of varieties of English throughout the world, now commonly referred to as World Englishes. Specifically, this course emphasizes the historical, political, and ideological issues of post-colonialism, globalization, nativization, standardization, hegemony, canon, and pedagogy of native and non-native varieties of English. Prereq: LING 401, and LING 446.
LING-472 American English--History and Growth, 3 cr. 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. Prereq: LING 401.
LING-473 The English Language--History and Development, 3 cr. 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. Prereq: LING 401.
LING-475 Historical and Comparative Linguistics, 3 cr. This course examines some of the issues involved in language variation and change. Using the comparative method and data from a wide variety of languages and language families, students will learn how to classify languages, how to establish genetic relationships between languages, and how to reconstruct proto-languages. In addition, students will learn how the reconstruction of proto-languages complements the work currently being done in other fields such as population genetics, archaeology, and ancient history. Prereq: LING 401, and LING 422.
LING-481 Language and Tourism, 3 cr. Advanced work and individual projects in language and tourism, a growing area of applied linguistics. Topics will include the sociolinguistics of tourism, social/identity construction of not only tourists but also of touristic locations, language use in tourism, discursive, visual semiotic, and ethnomethodological analyses of tourism materials. Prereq: LING 401 and LING 446.
LING-482 Stylistics, 3 cr. Adopting theory and techniques of linguistic and discourse analysis, this course in stylistics focuses on the linguistic analysis of literary texts. Both in terms of their structure and their communicative functions, literary texts participate in the construction and presentation of nations, regional and social communities, and individuals. The language of literature -- including word choice, sentence structure, and paralinguistic cues -- functions to position characters and places by forging their identities. At the same, literary texts can be understood, in a social constructionist framework, to construct the identities of those who partake in their consumption. Prereq.: LING-401 and LING-448 or permission of instructor.
LING-483 Field Methods in Linguistics, 3 cr. This course will introduce students to the goals and methods of linguistics research, including both qualitative and quantitative methodologies. Topics include the

scientific method, data collection and transcription, corpus research, psycholinguistic research, field methods, argumentation, structuring of abstracts and research papers, APA vs. MLA style, conferences, ethical issues, professionalization, and interpretation of research articles.

LING-484 Language Endangerment And Documentation, 3 cr. This course focuses on language endangerment and documentation. It will look at issues of language shift and discuss how languages become endangered and lost. It will also discuss how languages are best documented and discuss how the field's Best Practices Guide has evolved. Prereq.: LING-401, LING-405, LING-422, and LING-437.

LING-488 Languages & Cultures Of Iran, 3 cr. The language and culture of modern Iran are explored through academic readings, essays, autobiographies, and films as we delve into the question, Who are the Iranians? The languages and identities of this multilingual nation are explored through language variation, gender, age, class, and other social variables. Special attention is given to social and linguistic contact phenomena as we trace the history and evolution of the languages spoken in Iran and the communities who speak them. The structure and use of modern Farsi, along with its historical and social development will also be investigated. Prereq.: LING-401, LING-405, LING-437, and LING-446.

LING-489 Linguistics In The Professions, 3 cr. Linguistics, defined as the scientific study of language, has both formal aims in describing the structural components of language and functional aims in applying understanding of these formal systems to addressing matters pertinent to interactional discourse, the presentation of self, and the co-construction of social and personal identity. Linguistics offers its graduates many varied opportunities for careers across numerous disciplines. This course offers students new to the field an introduction to many of those disciplines; as they continue their studies in our program, they can do so with the necessary schema for how they can apply what they learn.

LING-491E Translation And Linguistic Analysis: Aleut, 3 cr. This course focuses on the translation of texts for a linguistic analysis of various aspects of the structure of the language in question. Students learn how to do a linguistic analysis of the target language focusing on some aspect of linguistics. The end project is a 15-20 page paper that can be presented at a professional conference. Students can focus on any area of the field of linguistics (these areas can include phonology, morphology, syntax, or discourse analysis). Prereq.: LING-401, LING-405, LING-422, and LING-437.

LING-491F Translation: Mandan, 3 cr. This course is an exercise in linguistic analysis. The Mandan language is an extremely endangered language comprising its own branch of Siouan. Employing a critical linguistic analysis of the existent texts, students will analyze some aspect of Mandan grammar. Topics can include any aspect of phonology, morphology, syntax, or discourse structure. Prereq.: LING-401, LING-405, LING-422, and LING-437.

LING-491N Translation: Biloxi, 3 cr. This course is an exercise in linguistic analysis. The Biloxi language is an extinct member of the Ohio Valley branch of Siouan. Employing a critical linguistic analysis of the existent texts, students will analyze some aspect of Biloxi grammar. Topics can include any aspect of phonology, morphology, syntax, or discourse structure. Prereq.: LING-401, LING-405, LING-422, and LING-437.

LING-492 Seminar: Linguistics and Related Fields, 3 cr. Advanced work and individual projects in a selected area of linguistic specialization, such as psycholinguistics, sociolinguistics, bilingualism and creole languages. Consult the Schedule of Classes for specific topics. Prereq: graduate standing, LING 401, LING 422 or LING 427 or LING 435, LING 437, LING 446, and a B average.

LING-493 Seminar: Linguistic Theory, 3 cr. 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. Prereq: graduate standing, LING 401, LING 422 or LING 427 or LING 435, LING 437, LING 446, and a B average.

LING-494 Seminar: Historical Linguistics, 3 cr. 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. Prereq: LING 401, LING 422 or LING 427 or LING 435, LING 437, LING 446, and a B average.

LING-499 Thesis Seminar, 6 cr. Student will work with a committee of three Linguistics faculty to conduct original research and to write a thesis. Prereq: Completion of seven required LING courses with a B average, consent of advisor.

MATHEMATICS

Lidia Z. Filus, Advanced Degree, Professor, Chair
Katherine Bird, Ph.D., Assistant Professor
Tanya Cofer, Ph.D., Associate Professor
Sarah Cordell, D.A., Assistant Professor
P. Wagala Gwanyama, Ph.D., Professor
Joseph E. Hibdon, Ph.D., Assistant Professor
Anna Mitina, Ph.D., Professor
Paul P. O'Hara, Ph.D., Professor
Marina Polyashuk, Ph.D., Associate Professor
David H. Rutschman, Ph.D., Professor
Nancy Wrinkle, Ph.D., Associate Professor
Zhonggang Zeng, Ph.D., 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 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 applied mathematics and secondary teaching. For complete details contact the Department of Mathematics (BBH-214C) for a copy of the Handbook for Majors or visit the department website: www.neiu.edu/~math.

Major in Mathematics for the Bachelor of Arts Degree

Required Courses:

MATH-187 Calculus I	4 cr.
MATH-202 Calculus II	4 cr.
MATH-203 Calculus III	4 cr.
MATH-253 Linear Algebra I	3 cr.
MATH-251 Introduction to Advanced Mathematics	5 cr.
MATH-340 Computing for Mathematicians	4 cr.
	Total 24 cr.

Additional courses in mathematics concentrations (Applied and Secondary Mathematics) chosen in consultation with the appropriate departmental advisor 21 cr.

Total 45 cr.

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-187 Calculus I	4 cr.
MATH-202 Calculus II	4 cr.
MATH-251 Introduction to Advanced Mathematics	5 cr.
MATH-253 Linear Algebra I	3 cr.
MATH-305 Probability and Statistics	3 cr.
Select two of the following:	6 cr.
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 25 cr.

For a complete description of the degree program in Elementary Education, see the Elementary Education section of this catalog.

Minor in Applied Mathematics (21 cr. hrs.)
Required Courses:

MATH-187 Calculus I	4 cr.
MATH-202 Calculus II	4 cr.
MATH-203 Calculus III	4 cr.
MATH-251 Introduction to Advanced Mathematics	5 cr.
MATH-253 Linear Algebra I	3 cr.
Elective courses: Two courses from the approved list of courses	6 cr.
	Total 26 cr.

At least three classes in the minor must be taken at NEIU. Students in the Elementary Education and Early Childhood Education programs who have selected this minor must complete a minimum of nine hours at the 300-level to meet graduation and certification requirements. Handbooks on both minor programs are available from the Department of Mathematics.

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 twelve 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 six undergraduate courses in mathematics after calculus. A student with four or five 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.

Requirements for the Degree:
All graduate credits must be at the 400-level, except for a maximum of three 300-level courses specifically approved for graduate degree credits in a given Master's degree program. This policy applies to all students entering graduate degree programs beginning with Fall 1997. **Consult with your program advisor or the Graduate College for details.**

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 Department of Mathematics 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. The secondary concentration is designed for students currently holding secondary certification. Also available is a dual enrollment option for those interested in completing teacher licensure and the MS simultaneously.

As a part of the degree, students will prepare a thesis or a written project for credit. A formal presentation of the paper is required. Students must also pass a comprehensive examination covering selected areas.

The student's complete program must be approved by their academic advisor.

Further details are available from the Department of Mathematics and on the website: www.neiu.edu/~math.

Master of Arts in Pedagogical Content Knowledge for Teaching Elementary and Middle School Mathematics
The Department of Mathematics offers a Master of Arts (MA) degree in Pedagogical Content Knowledge for Teaching Elementary and Middle School Mathematics. This program is designed for teachers who wish to improve their level of competence in mathematics or wish to serve as Elementary or Middle School Mathematics Specialists, Coordinators of Elementary or Middle School Mathematics Programs, or Teachers of Elementary or Middle School Mathematics.

The MA program is mathematics-content oriented with a focus on content-specific pedagogy, mathematics teaching in diverse settings, and current Illinois educator and student standards. Students study elementary and middle school mathematics content from an advanced perspective, exploring the underlying concepts with the goal of improving their teaching of elementary and middle school mathematics. Successful completion of the program leads to a middle school mathematics endorsement. To complete the degree, students must complete 30 hours of coursework at the 400-level. The degree requirements also include a portfolio and exit exam. Students may complete the program in two years by enrolling in two courses during each of the Fall and Spring semesters and two courses in the intervening Summer. Admission preference will be given to applicants with teaching experience. Students interested in 9-12 mathematics endorsement should contact the program advisor for more information.

Requirements for Admission to the MA Program are:

The requirements for admission into the MA program are:

1. Students must fulfill the requirements for admission to the Graduate College
2. Students must hold a current Illinois teaching license for teaching elementary or middle school.
3. Students must have successfully completed 6 or more credit hours of college mathematics content courses.
4. Application must include an essay (not to exceed 1000 words) describing a successful or unsuccessful elementary or middle grades mathematics lesson taught by the applicant. Essays must address mathematics content, teaching and learning

Exit Requirements:

1. One semester prior to their anticipated graduation date, candidates should make an exit evaluation meeting with their program advisor to discuss upcoming exit requirement deadlines.
2. Upon completing MTHE 496, candidates should submit their electronic portfolios for evaluation.
3. One semester prior to their anticipated graduation date, candidates should submit a copy of their results on either the Praxis® Middle School Mathematics Exam (0069) or the Illinois Subject Matter Test in Mathematics. Note: the MATH prefix has changed to MTHE to avoid confusion with courses in the MS in Mathematics program.

Requirements for the Degree: All courses are required. Students must have completed at least 24 program hours by the time they complete MTHE 496. Course sequence must be chosen in consultation with the MA advisor. All courses are 3 credit hours.

Required Courses:

MTHE-401 Number Systems and Operations for Elementary and Middle School Teachers	3 cr.
MTHE-402 Patterns, Functions, and Algebra for Elementary and Middle School Teachers	3 cr.
MTHE-403 Geometry and Measurement for Elementary and Middle School Teachers	3 cr.
MTHE-404 History of Mathematics for Elementary and Middle School Teachers	3 cr.
MTHE-438 Data Analysis, Statistics, and Probability for Elementary and Middle School Teachers	3 cr.
MTHE-439 Technology for Elementary and Middle School Mathematics Teachers	3 cr.
MTHE-450 Equitable Mathematics Teaching for Elementary and Middle School Teachers	3 cr.
MTHE-451 Research Trends in Elementary and Middle \School Mathematics Education	3 cr.
MTHE-496 Graduate Seminar for Elementary and Middle School Mathematics Teachers	3 cr.
ELED-403 Methods of Teaching Mathematics in Elementary and Middle Schools	3 cr.
	Total 30 cr.

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-112 Statistics in Daily Life, 3 cr. Process of classifying and drawing conclusions from data obtained from observations, 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 plus a graphic calculator is required. Prereq.: MATH-092. Prerequisite verification required.

MATH-113 Quantitative Reasoning, 3 cr. This course provides a foundation for students to become confident and critical users of quantitative information of all kinds: numerical, graphical and verbal. Students analyze data and ideas from a wide variety of fields, such as psychology, economics, finance, sociology, and political science. The course is taught in a hands-on laboratory environment where students

are introduced to computer tools for data analysis and presentation. Active learning and reasoning are emphasized, and technology is an integral part of the course. Students write critiques of quantitative arguments, gather data and present arguments based on their analyses. Prereq.: MATH-092. Prerequisite verification required.

MATH-141 College Mathematics I, 3 cr. The purpose of this course is to introduce the students to several of the mathematical tools that are used in all areas of mathematics including subjects that are strongly mathematics driven; these tools facilitate: 1) problem-solving in mathematics, 2) mathematical communication and connection with other branches and other disciplines. Graphing calculator will be required and used to facilitate better understanding of some mathematical models, algorithms and applications. Other topics include expressions, mathematical functions, equations, inequalities and complex numbers. Prereq: MATH-092 or consent of instructor. MATH-141 and MATH-143 are designed for students majoring in Early Childhood Education, Elementary Education, Bilingual/ Bicultural-Elementary and TCP. Prerequisite verification required.

MATH-143 College Mathematics II, 3 cr. The purpose of this course is to introduce the new teachers to the structure of mathematics which include: mathematical reasoning; mathematical communication and connection with other branches and other disciplines; and problem-solving. Topics: number theory, combinatorics, geometry, probability and statistics, mathematics of finance. Prereq: MATH-092. MATH-141 and MATH-143 are designed for students majoring in Early Childhood Education, Elementary Education, Bilingual/Bicultural-Elementary and TCP. Prerequisite verification required.

MATH-145 Algebra Concepts for Middle School Teaching, 4 cr. This course focuses on algebra concepts and is designed to meet the needs of middle school mathematics teachers. Some of the concepts covered will be linear, quadratic, exponential and logarithmic functions; systems of equations and an introduction to trigonometric functions. Problem solving with and without technology will be emphasized. Writing assignments will be introduced as appropriate. This course is linked with a Biology course. Prereq.: MATH-141. Prerequisite verification required, contact MSTQE Program.

MATH-147 Statistical Concepts for Middle School Teaching, 4 cr. This course has been designed keeping in mind both the Illinois Professional Content (Mathematics) Standards for Teaching and the content within the paired course in environmental science. There will be three principal components of the course: 1) descriptive statistics, 2) basic probability theory and central limit theorem, 3) applied statistics in the form of confidence intervals and hypothesis testing. This course is linked with an Environmental Studies course. Prereq.: MATH-141. Prerequisite verification required. Contact MSTQE program.

MATH-149 Math for Elementary Teachers I, 4 cr. This is a foundational class in mathematics for those interested in becoming elementary or middle grades teachers. Topics include place value, models for and the development of arithmetic, mental math, estimation, word problems, algorithms, factors, primes, proofs, prealgebra, fractions, ratios, rates, and percentages. Emphasis on the development of elementary mathematics from an advanced standpoint. Prereq.: MATH-DEV-092 or consent of instructor. (Restricted to students majoring in Early Childhood Education, Elementary Education, Bilingual/Bicultural Education, and TCP. Enrollment by permit only.)

MATH-150 Math for Elementary Teachers II with Problem Solving, 5 cr. This is a foundational class in mathematics for those interested in becoming elementary or middle grades teachers. Topics include measurement, geometric reasoning, similarity and congruence, applications of geometry, geometric proofs, area, volume, surface area, and probability and statistics. Problem solving and mathematical thinking activities covering both number and operations and geometry content will be integrated. Emphasis on the development of elementary mathematics from an advanced standpoint. Prereq.: Math 149 or consent of instructor. (Restricted to students majoring in Early Childhood Education, Elementary Education, Bilingual/Bicultural Education, and TCP. Enrollment by permit only.)

MATH-163 Mathematical Modeling with Elementary Functions for Business, 3 cr. This course, at the College Algebra level, is designed to provide quantitative understanding and tools for business students.

Students work extensively with the most important functions and equations used for applications in their fields: linear, polynomial, rational, exponential and logarithmic. Prereq.: MATH-092 or Math Placement score of "23" or higher. Prerequisite verification required.

MATH-164 Mathematical Modeling with Elementary Functions for Business Seminar, 1 cr. Students engage in problem-solving in collaborative/cooperative environment to gain a deeper understanding of concepts and applications. Prereq.: Restricted to students with concurrent registration in Math 163. Prerequisite verification required.

MATH-165 Finite Mathematics for Business and the Social Sciences, 3 cr. Introduction to matrices, linear programming and probability with emphasis on mathematical models in the social, managerial and behavioral sciences and mathematics of finance. Prereq.: MAtH-163, prerequisite verification required.

MATH-167 Business Calculus I, 4 cr. Elements of analytic geometry, differential and integral calculus with application to business, economics and finance. Prereq: MATH-163. Prerequisite verification required.

MATH-173 College Algebra, 3 cr. The course is intended to provide basic algebra review and includes such topics as properties of linear, quadratic, polynomial, rational, exponential and logarithmic functions, complex numbers, sequences and series. Prereq.: Math-092. Prerequisite verification required.

MATH-174 Math Enrichment Workshop For College Algebra, 1 cr. Mathematics enrichment workshop for students currently enrolled in MATH 173. The workshops draw on the Peer Led Team Learning (PLTL) and Emerging Scholars Program (ESP) models, which have been nationally identified for increasing students' probability of earning higher grades in their required mathematics courses. Workshop participants will attend a workshop during the same day and time each week; collaboratively solve problems related to their standard MATH 173 course within small peer groups; receive guidance from math instructors who are specially trained to facilitate the workshops; and participate in social events with workshop peers during the semester. Prereq.: Restricted to students taking Math 173 concurrently. (Prerequisite verification required.)

MATH-175 Trigonometry, 3 cr. The trigonometric functions; solutions of triangles; identities and equations; complex numbers and DeMoivre's theorem; conic sections; polar coordinates, solid analytic geometry. Prereq.: Math-092. Prerequisite verification required.

MATH-176 Mathematics Enrichment Workshop For Trigonometry, 1 cr. Mathematics enrichment workshop for students currently enrolled in MATH 175. The workshops draw on the Peer Led Team Learning (PLTL) and Emerging Scholars Program (ESP) models, which have been nationally identified for increasing students' probability of earning higher grades in their required mathematics courses. Workshop participants will attend a workshop during the same day and time each week; collaboratively solve problems related to their standard MATH 175 course within small peer groups; receive guidance from math instructors who are specially trained to facilitate the workshops; and participate in social events with workshop peers during the semester. Prereq.: Restricted to students taking Math 175 concurrently, (Prerequisite verification required.).

MATH-177 Mathematical Modeling with Elementary Functions for Science and Math, 3 cr. This is an application inspired college algebra course which covers linear, quadratic, general polynomial, exponential and logarithmic functions using applications from science and mathematics. Arithmetic and geometric sequences are introduced as difference equations to motivate the study of quantities that change over time. Curve fitting is used to interpret data. Graphic calculator required. Prereq.: Math Dev 092 or Math Placement score of "23" or higher. Prerequisite verification required.

MATH-178 Mathematical Modeling with Elementary Functions for Science and Math Seminar, 1 cr. Students engage in problem-solving in collaborative learning groups on material derived from and complementing Mathematical Modeling with Elementary Functions in the Sciences and Mathematics to gain a deeper understanding of concepts and applications. The content of the seminar is closely aligned with the content of Math 177. Prereq.: Restricted to students taking MATH-177 concurrently. Prerequisite verification required.

MATH-185 Precalculus Mathematics, 4 cr. A functional approach to College Algebra and Trigonometry, for students who intend to continue with Calculus I. Prereq.: MATH-177 or MATH-173. Prerequisite verification required.
MATH-186 Mathematics Enrichment Workshop for Precalculus, 1 cr. Enrichment workshop accompanying MATH-185. Students do problem solving in collaborative learning groups on material derived from and supplementing Precalculus to gain a deeper understanding of concepts and applications. Prereq.: Restricted to students taking MATH-185 concurrently.
MATH-187 Calculus I, 4 cr. Introduction to analytic geometry, limits and derivatives, applications, integration, fundamental theorem of calculus. Prereq.: MATH-185 or equivalent. Prerequisite verification required; or both MATH-173 and MATH-175.
MATH-188 Mathematics Enrichment Workshop for Calculus I, 1 cr. Enrichment workshop accompanying MATH 187. Students do problem solving in collaborative learning groups on material derived from and supplementing Calculus I to gain a deeper understanding of concepts and applications. Prereq.: Restricted to students taking MATH-187 concurrently. Prerequisite verification required.
MATH-202 Calculus II, 4 cr. Integration techniques, applications, differential equations and series. Prereq.: MATH-187.
MATH-203 Calculus III, 4 cr. 3-D analytic geometry, partial derivatives, multiple integrals, and vector fields. Prereq.: MATH-202.
MATH-204 Mathematics Enrichment Workshop for Math 203, 1 cr. Mathematics enrichment workshop for students currently enrolled in Math 203. The workshops draw on the Peer Led Team Learning (PLTL) and Emerging Scholars Program (ESP) models, which have been nationally identified for increasing students' probability of earning higher grades in their required mathematics courses. Workshop participants will attend a workshop during the same day and time each week; collaboratively solve problems related to their standard Math 203 course within small peer groups; receive guidance from math instructors who are specially trained to facilitate the workshops; and participate in social events with workshop peers during the semester.
MATH-251 Introduction to Advanced Mathematics, 5 cr. Introduction to basic concepts of mathematics and mathematical reasoning. Logic, sets, number theory, mathematical induction, direct and indirect proofs. Prereq.: MATH-187 minimum grade of C or MATH 107 minimum grade of C or NEIU Math Placement Result 40 and ENGL-101 minimum grade of C.
MATH-252 Mathematics Enrichment Workshop for Math 251, 1 cr. Mathematics enrichment workshop for students currently enrolled in Math 251. The workshops draw on the Peer Led Team Learning (PLTL) and Emerging Scholars Program (ESP) models, which have been nationally identified for increasing students' probability of earning higher grades in their required mathematics courses. Workshop participants will attend a workshop during the same day and time each week; collaboratively solve problems related to their standard Math 251 course within small peer groups; receive guidance from math instructors who are specially trained to facilitate the workshops; and participate in social events with workshop peers during the semester.
MATH-253 Linear Algebra I, 3 cr. Matrices and systems of linear equations, analytic geometry in n-space, introduction to vector spaces, linear transformations, determinants and eigenvectors. Prereq.: MATH-187.
MATH-262 Mathematics Enrichment Workshop for Calculus II, 1 cr. Enrichment Seminar accompanying MATH-202. Students do problem solving in collaborative learning groups on material derived from and supplementing Calculus II to gain a deeper understanding of concepts and applications. Prereq.: Restricted to students taking MATH-202 concurrently.
MATH-275 Applied and Computational Statistics, 4 cr. 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 software is required. Prereq.: MATH-173.

MATH-280 Geometry Concepts for Middle School Teaching, 4 cr. This course focuses on the concepts of plane and solid geometry and trigonometry. It is designed to meet the needs of a middle school teacher in accordance with the National Council of Teachers of Mathematics Standards and the Illinois State Board of Education's Mathematics Standards. The topics include basic definitions and properties of plane and solid figures, congruence, similarity, constructions, measurements, transformations, Pythagorean Theorem, right angle trigonometry and the unit circle. Problem solving using a calculator and computer programs is emphasized throughout. Writing assignments as appropriate are also part of the course. This course is linked with a Physics course. Prereq.: MATH-141. Contact MSTQE Program.

MATH-281 Number Concepts for Middle School Teaching, 4 cr. This course has been designed keeping in mind both the Illinois Professional Content (Mathematics) Standards for Teaching and the content necessary to prepare students to be middle school mathematics and science teachers. A wide range of topics across number theory and measurement will give the students a grasp of the depth and breadth of mathematics outside the traditional course structures. Problem solving, estimation, measurements and construction of simple theories of numbers will be treated with, and without, the use of technology. Writing assignments will supplant the assignments typically found in a mathematics course. This course is linked with a Chemistry course. Prereq.: MATH-141. Contact MSTQE Program.

MATH-301 Ordinary Differential Equations I, 3 cr. 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. Prereq.: MATH-203.

MATH-302 Ordinary Differential Equations II, 3 cr. Linear and nonlinear systems, matrix methods and applications to problems in the sciences. Existence and stability theory. Boundary value problems and Fourier series. Prereq.: MATH-301.

MATH-303 Partial Differential Equations, 3 cr. Introduction to partial differential equations and methods of finding solutions. Prereq.: MATH-301.

MATH-304 Introduction to Numerical Analysis, 3 cr. Solutions of equations of one variable, interpolation and polynomial approximation, numerical integration and methods of solutions of linear systems. Prereq.: MATH-203, MATH-340 and MATH-253.

MATH-305 Probability and Statistics, 3 cr. Fundamentals and axioms; probability spaces; combinatorial probability; conditional probability; random variables; binomial, Poisson, uniform, normal, chi-square, Student's t-distribution; central limit theorem; Statistical Data Analysis: descriptive statistics, point and interval estimation, elements of hypothesis testing, small vs. large samples. Prereq.: MATH-187 and MATH-251.

MATH-306 Linear Programming and Extensions, 3 cr. Linear programming models; geometric and algebraic foundations of the simplex algorithm; duality theory; the revised and dual algorithms; sensitivity analysis; integer programming. Prereq.: MATH-203 and MATH-253.

MATH-307 Probability Models for Operations Research, 3 cr. Basic mathematical aspects of probability models with emphasis on problem solving. Topics include Markov processes, Markov Chains and Queuing Theory. Prereq: Math-305.

MATH-309 Numerical Analysis II, 3 cr. 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. Prereq.: MATH-304.

MATH-312 Foundations of Geometry, 3 cr. Axiomatic systems and models of geometries. Projective and transformational geometry. Prereq: MATH 253 and MATH 251.

MATH-321 History of Mathematics, 3 cr. Chronological survey of the growth of mathematical ideas, and of famous mathematicians and their contribution to the development of modern mathematics. Prereq.: MATH-253 and MATH-251.

MATH-322 Number Theory, 3 cr. Properties of integers, congruences, quadratic residues, and Diophantine equations. Prereq.: MATH-253 and MATH-251.

MATH-324 Independent Study in Mathematics, 3 cr. Individual investigation into a topic of interest of the student's choice. Prereq.: consent of instructor.
MATH-326 Real Analysis, 3 cr. An introduction to the methods of classical analysis as applied to the formulation of the theory of Riemann integrable functions and to the theoretical examination of the behavior of sequences and series of functions of a real variable. Prereq.: MATH-338.
MATH-328 Complex Variables, 3 cr. Introduction to the functions of a complex variable: Cauchy-Riemann equations, Cauchy integral theorems, and series expansions. Prereq.: MATH-338 or MATH-339.
MATH-331 Foundations of Algebra I, 3 cr. Introduction to abstract algebraic systems: groups, rings, fields, permutations, and polynomials. Prereq.: MATH-253 and MATH-251.
MATH-332 Foundations of Algebra II, 3 cr. Continuation of topics addressed in MATH-331; Galois theory. Prereq.:MATH-331.
MATH-334 Mathematical Statistics I, 3 cr. Fundamentals of probability, expectations, moment generating functions, distributions: (binomial, hypergeometric, geometric, negative binomial, Poisson, uniform, gamma, exponential, chisquare, normal, beta, student-t, F), central limit theorem, convergence in distribution. Prereq: MATH-203.
MATH-336 Mathematical Statistics II, 3 cr. Study of estimation procedures including point and interval estimation, tests of hypotheses, general procedures for developing tests. Prereq.: MATH-334.
MATH-337 Theory of Equations, 3 cr. Study of algebraic equations, existence and properties of solutions; algebraic methods of solution; numerical and algorithmic methods of solution. Prereq.: MATH-202 and MATH-251.
MATH-338 Advanced Calculus: Single-variable, 3 cr. 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. Prereq.: MATH-203 and MATH-251.
MATH-339 Advanced Calculus: Multi-variable, 3 cr. 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. Prereq.: MATH-203 and MATH-253.
MATH-340 Computing for Mathematicians, 4 cr. Fundamentals of computer programming, experimentation, and simulation in mathematics with Maple programming language. Introduction to documentation, electronic communication and problem solving in mathematical sciences. No prior computer skills required. Coreq.: Math-202
MATH-343 Linear Algebra II, 3 cr. A continuation of MATH-243 with emphasis on computational methods and applications, LU, QR and SVD Factorizations. Prereq.: MATH203 and MATH-253.
MATH-365 Statistical Computer Packages, 3 cr. Study of topics from current statistical packages such as SAS, SPSS, BMDP, and MINITAB. Prereq.: MATH-334 and MATH-340.
MATH-370 Mathematical Modeling in the Natural Sciences, 4 cr. This course focuses on the formulation, analysis, and interpretation of mathematical models describing certain phenomena in the natural sciences. Topics include: difference equations, systems of difference equations, nonlinear difference equations, continuous models, phase – stability analysis, and limit cycles. Prereq.: MATH-202.
MATH-380 Calculus Concepts for Middle School Teaching, 4 cr. This course has been designed keeping in mind both the Illinois Professional Content (Mathematics) Standards for Teaching and the understanding that the students are preparing to be middle school mathematics teachers. Topics are consistent with those in a standard calculus course, but emphasis will be on concepts, not procedures. This course is linked with a Teaching Methods course. Prereq.: MATH-141. Enrollment by permit only.
MATH-406 Linear Programming: Theory and Practice, 3 cr. Optimization models; theoretical foundations of simplex algorithms and duality; revised and dual algorithms; sensitivity and analysis; additional topics from extended LP integer programming, networks, recent trends. Prereq.: graduate standing.

MATH-408 Mathematics Structures for Elementary School Teachers I, 3 cr. Mathematics topics and techniques that are relevant to advanced mathematics learning and the teaching of mathematics in the schools: Elementary logic, elementary sets, binary operations, introduction to algebraic structures, number systems, geometry and elements of graph theory. Prereq.: Admission to the MA program in Mathematics

MATH-409 Mathematical Functions for Elementary School Teachers, 3 cr. 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. Graphics calculator required. Prereq.: MATH 408

MATH-410 Modern Analysis for the Elementary School Teacher, 3 cr. Limits and continuity, derivatives, applications, integral calculus, applications. Prereq.: graduate standing and MATH-435.

MATH-421 Modern Geometry, 3 cr. Classification of geometrical systems; introduction to Euclidean and non- Euclidean geometries, projective geometry; finite geometries. Prereq.: graduate standing, MATH-312, or consent of instructor.

MATH-430 Discrete Mathematical Structures, 3 cr. Provides a working knowledge of mathematical logic, sets, relations, functions, graphs, and counting techniques. Prereq.: admission to the MS Mathematics program.

MATH-435 Mathematics Structure II, 3 cr. The real number system, mathematical systems, inductive and deductive methods, permutations and combinations. Prereq.: graduate standing and MATH-408.

MATH-441 Multivariate Statistical Analysis, 3 cr. 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.: graduate standing and MATH-336.

MATH-442 Applied Regression Analysis, 3 cr. 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. Prereq.: graduate standing and MATH-336.

MATH-443 Experimental Design, 3 cr. One-way and two-way analysis of variance, fixed and random effects models, multiple comparisons, completely randomized and randomized block designs. Prereq.: graduate standing and MATH-336.

MATH-457 Recent Trends in Mathematics, 3 cr. Extended applications of mathematical thinking, operations research, mathematical models, information theory, theory of games, and linear programming. Prereq.: graduate standing and MATH-435.

MATH-464 Advanced Topics in Real Analysis, 3 cr. Possible topics include measure and integration, functional analysis, Banach algebras, topological groups, calculus of variations, constructive real analysis, non-standard real analysis. Consult the Schedule of Classes for specific topics. Prereq.: graduate standing and MATH-326.

MATH-465 Advanced Topics in Numerical Analysis. 3 cr. 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. Prereq.: graduate standing and MATH-304.

MATH-466 Galois Theory: Historical and Modern, 3 cr. Classical and modern Galois theory. Cardano's formulas, symmetric polynomials, permutation groups, field extensions, field automorphisms, the fundamental theorem of Galois theory. Prereq.: graduate standing and Math 331.

MATH-469 Advanced Topics in Mathematical Statistics, 3 cr. 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. Prereq.: graduate standing and MATH-336.
MATH-471 Introduction to Stochastic Models, 3 cr. Markov Chains: the Poisson process; continuous time Markov processes; Renewal Theory; Queueing Theory. Prereq.: graduate standing and MATH-307.
MATH-472 Simulation Modeling and Analysis, 3 cr. 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. Prereq.: graduate standing, MATH-305.
MATH-474 Mathematical Modeling, 3 cr. 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. Prereq: Acceptance into the Master of Science in Mathematics program.
MATH-475 Advanced Topics in Operations Research: Mathematical Programming, 3 cr. This course offers an overview of deterministic optimization models and methods including linear programming methods, multi-objective optimization, methods of discrete optimization, and nonlinear programming methods. Prereq.: Math 253 and 339 or equivalent.
MATH-491 Independent Study in Mathematics, 1 cr. Individual investigation into a topic of interest of the student's choice. Prereq.: graduate standing and consent of instructor.
MATH-492 Independent Study in Mathematics, 2 cr. (See MATH-491 for description.)
MATH-493 Independent Study in Mathematics, 3 cr. (See MATH-491 for description.)
MATH-494 Thesis Seminar—Mathematics, 6 cr. Students conduct research and write a thesis to fulfill requirements for the Master of Science degree. Prereq.: approval of the department.
MATH-495 Project in Mathematics, 3 cr. 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. Prereq.: approval of the department.

MTHE Courses
MTHE-401 Number Theory for the Elementary School Teacher, 3 cr. Number and Operations for Elementary and Middle School Teachers examines the three main categories in the Number and Operations strand of Principles and Standards of School Mathematics (NCTM)-- understanding numbers, representation, relationships, and number systems; the meanings of operations and relationships among those operations; and reasonable estimation and fluent computation. Topics include: what is a number system?; number nets, infinity, and zero; place value; meanings and models for operations; divisibility tests and factors; fractions and decimals; rational numbers and proportional reasoning; and fractions, percents, and ratios. Students will also examine how course topics connect to the elementary and middle school curriculum. Prereq.: Graduate Standing.
MTHE-402 Patterns Functions, and Algebra for Elementary and Middle School Teachers, 3 cr. Patterns, Functions, and Algebra for Elementary and Middle School Teachers explores the "big ideas" in algebraic thinking. Topics include: finding, describing, and using patterns; using functions to make predictions; understanding linearity and proportional reasoning; understanding non-linear functions; and understanding and exploring algebraic structure. Students will also examine how course topics connect to the elementary and middle school curriculum. Prereq.: Graduate Standing.
MTHE-403 Geometry and Measurement for Elementary and Middle School Teachers, 3 cr. Geometry and Measurement for Elementary and Middle School Teachers introduces geometric reasoning as a method for problem-solving and examines some of the major ideas in measurement. Topics include: properties of

geometric figures; making constructions using pencil and paper; using dynamic software; practice using mathematical language to express ideas and justify your reasoning; the basis of formal mathematical proofs and solid geometry; procedures for measuring and learning about standard units in the metric and customary systems; the relationship among units; and the approximate nature of measurement. Students will also examine how course topics connect to the elementary and middle school curriculum. Prereq.: Graduate Standing.

MTHE-404 History of Mathematics for Elementary and Middle School Teachers, 3 cr. The History of Mathematics for Elementary and Middle School Teachers examines the historical development of mathematical ideas with an emphasis on connections to the elementary and middle school curriculum and the mathematical contributions of a diversity of world cultures. Special attention will be given to the interplay between mathematical ideas and the social and cultural context in which these ideas developed. Mathematical topics included numeration systems, number theory, algebra, geometry, probability and combinatorics. Prereq.: Graduate Standing.

MTHE-438 Data Analysis, Probability, and Statistics for Elementary and Middle School Teachers, 3 cr. Data analysis, Probability, and Statistics for Elementary and Middle School Teachers introduces statistics as a problem-solving process. Students will build their skills through investigations of different ways to collect and represent data and to analyze and interpret variation in data. The course covers the following topics: statistics as problem solving; data representations; describing distributions; the five-number summary; variation about the mean; designing experiments; bivariate data and analysis; probability; and sampling and estimation. Students will also examine how course topics connect to the elementary and middle school curriculum. Prereq.: Graduate Standing.

MTHE-439 Technology for K-8 Math Teachers, 3 cr. This course provides students with opportunities to explore modeling, computational, and communication tools used in teaching K-8 mathematics. The course will focus on: (a) the technological, pedagogical and content kowledge (TPACK) required for implementing software and technological devices effectively in the teaching and assessment of K-8 mathematics and (b) research on the use of technology in teaching and learning K-8 mathematics. Prereq.: Graduate Standing.

MTHE-450 Equitable Mathematics Teaching for Elementary and Middle School Teachers, 3 cr. This course is designed to provide elementary and middle school teachers with opportunities to discuss equity issues in mathematics education. Participants will explore the meanings of equity by reading and discussing mathematics education research articles, including those that draw on sociocultural and sociopolitical theories of learning. In this course, equity broadly refers to thinking about how to provide elementary and middle school students with access to meaningful mathematical learning opportunities and outcomes within school boundaries and how this access is tied to students' intricate experiences in broader contexts. Issues of equity include, but are not limited to, race, culture, gender, SES, disabilities, language, and sexual orientation. Prereq.: Graduate Standing.

MTHE-451 Research Trends in Elementary and Middle School Mathematics Education, 3 cr. This course is designed to provide elementary and middle school teachers with opportunities to acquire knowledge about current research in mathematics education and its application to the practice of teaching. Topics include teachers and teaching, student outcomes, student learning and assessment. Prereq.: Graduate Standing.

MTHE-496 Graduate Seminar for Elementary and Middle School Mathematics Teachers, 3 cr. This course is designed as a capstone for students in the Masters in Pedagogical Content Knowledge for Teaching Elementary and Middle School Mathematics program. Students are given the opportunity to explore mathematical topics of interest to them and they will connect their understanding of that topic to the teaching of elementary and middle school mathematics. Requirements include a project and presentation in addition to course assignments. Problem solving and the study of elementary mathematics from an advanced standpoint will be emphasized. Mathematical topics will vary. Program portfolios are collected at the end of this course. Prereq.: MA program approval required.

MATHEMATICS DEVELOPMENT

Steve Ranney, Coordinator
Lidia Filus, Advanced Degree, Professor, Chair

Freshman students are initially placed into mathematics courses by their MATH ACT scores, or the results of the NEIU Mathematics Placement Test, or by an appropriate score on the Advanced Placement Test in Calculus. Course work indicated by these standards is required.

Transfer students with a grade of "C" or higher from another college or university in a developmental course in "Intermediate Algebra" should contact the Mathematics Department as to whether this course would be recognized as a prerequisite for a college mathematics course at Northeastern.

COURSE OFFERINGS

Math-090 Elementary Algebra, 3cr. This course develops the foundations of algebra beginning with the real number system and its operations. Topics include variable expressions, linear equations and inequalities, exponents and polynomials, factoring, the rectangular coordinate system, and graphing linear equations. Applications of proportion, percent, and the use of formula develop problem solving skills. Prereq.: MATH ACT "16 or less" or MPT score of "00".

Math-091 Intermediate Algebra I, 3cr. This course focuses on the concepts and structures of algebra. Topics include linear equations and inequalities, interval notation, graphing linear equations in two variables, slope of a line, equations of a line, polynomials, factoring, systems of linear equations, and rational expressions. Prereq.: MATH ACT "17 to 18" or MPT score of "01".

Math-092 Intermediate Algebra II, 3cr. This course further develops the concepts and structures of intermediate algebra. A review of linear equations, polynomials, and factoring, prepares students for the study of linear, quadratic, exponential, and logarithmic equations and functions. Additional topics to prepare students for college algebra include rational expressions and equations, complex numbers, rational exponents, and properties of logarithms. Prereq.: MATH ACT "19 to 21" or MPT score of "02".

MUSIC

R. Shayne Cofer, Ph.D., Professor, Chair
Peter Chang, Ph.D., Professor
Travis Heath, D.M., Associate Professor
Robert Heitzinger, D.M., Assistant Professor
Nelson Mandrell, D.M.A., Associate Professor
Christopher Owen, D.M.A., Assistant Professor
Rose Sperrazza, D.M.A., Associate Professor
Venetia Stifler, Ph.D., Professor (Dance)
Susan Tang, D.M.A., Assistant Professor

The Department of Music at Northeastern Illinois University is committed to providing students with a solid foundation in music and dance that fosters quality, creativity, and access to opportunity. Our guiding principle is to provide a variety of experiences and programs which promote professionalism, human enrichment, and diverse cultural perspectives.

The Department of Music offers courses leading to the degrees of Bachelor of Music, Master of Arts, and to Teacher Licensure

Undergraduate programs are available in:
Performance
K-12 Music Education: Vocal or Instrumental

Graduate program:
Applied Music Pedagogy

Minors are available in:
Individualized Music Minor
Music Education for Elementary Ed. majors
Individualized Dance Minor
Teacher Licensure Program (See College of Education)

Undergraduate Admission
The music major curriculum is designed to begin the first term of the freshman year. Students intending to major in music should contact the department to arrange an interview/ audition for admission to the program. Accepted students should declare their major in music in the first term of enrollment at the University. Students applying to the major must have a background which includes music reading ability and performance ability at the college level. Those without such a background will need to complete additional preparation for acceptance as a major which will extend the time to graduation.

Transfer students
Transfer students should request a departmental evaluation of transferred credits for acceptance toward the major or minor requirements during their first term of enrollment.

Teacher Licensure Program (TLP) for Post-Baccalaureate Students
This program is designed for returning students with a degree in music who wish to obtain K-12 Music teaching licensure. The program is administered through the College of Education (See Special Licensure Programs in the Teacher Education section of this catalog). Once accepted into the program, students meet with the appropriate music advisor to determine required music coursework to obtain state licensure. Students must pass an audition to enroll.

Program Advisors
Each music major, minor, and Teacher Licensure Program student is assigned a faculty advisor who guides the student in selecting courses and in fulfilling academic and departmental requirements for graduation. Majors should obtain their advisor's approval for each semester prior to registration. Students must also be aware of the General Education requirements for the Bachelor's degree. All students must complete a minimum of 24 semester hours at the 300 level to graduate.

Departmental Requirements

In addition to completing course requirements, music majors and minors must fulfill departmental requirements for graduation.

Ensemble Requirement: Music majors, Teacher Licensure Program, and graduate students are required to participate in a large ensemble. Large ensembles are as follows: Wind, brass, and percussion students enroll in Band; string students enroll in Orchestra; piano students enroll in Accompanying; guitar students

enroll in Guitar Ensemble; and voice students enroll in University Chorus, Chamber Singers, Opera Workshop, or Musical Theater (see Vocal Music Education program for specific requirements). Graduate students must complete three semesters of a large ensemble. Undergraduates must participate in a large ensemble every semester they are enrolled except while student teaching.

Concert Attendance: Recorded attendance at Department of Music sponsored events is required of all majors and minors. Music majors must attend a total of 80 concerts, seventy of which must be music department concerts. Ten concerts from off-campus venues will be accepted with advisor approval. Music minors must attend 20 music department concerts. Five concerts from off-campus venues will be accepted with advisor approval. It is the student's responsibility to submit attendance validation records. Concerts in which the student participates/performs are not counted towards the attendance total.

Convocation: Music majors are required to attend the monthly Department of Music Convocation, which is scheduled during activity hour (Tuesday / Thursday 3:05 - 4:05 p.m.). A missed Convocation will result in the removal of two recital attendance cards from the students' file.

Applied Music: Students taking Applied Lessons must be music majors, minors or registered in an ensemble. Music Majors are expected to audition for 300-level applied music upon achieving junior standing (60-89 hrs.). Music majors failing to reach 300-level after the second attempt may be dropped from the music major program. All students will participate in small ensembles as part of the required Applied Lesson studio class. Students in Applied Lessons are not permitted to study simultaneously with two teachers in the same field.

Students must earn a grade of "C" or higher in all courses counted toward major or minor requirements.

UNDERGRADUATE PROGRAMS
Major in Music for the Bachelor of Music Degree
Emphasis Ia: Vocal Performance
Required Courses:

MUS-121 Music Theory I*		3 cr.
MUS-122 Music theory II*		3 cr.
MUS-201 Music Theory III*		3 cr.
MUS-202 Music Theory IV*		3 cr.
MUS-124 Sight Singing and Ear Training I		1 cr.
MUS-125 Sight Singing and Ear Training II		1 cr.
MUS-203 Music Before 1600		3 cr.
MUS-204 Music From 1600 through Beethoven		3 cr.
MUS-205 Music After Beethoven		3 cr.
MUS-220 Basic Conducting		2 cr.
MUS-224 Choral Conducting		2 cr.
Applied Music in the major performance area		16 cr.
Private study in voice:		
At least eight credit hours selected from:		
MUS-152 Applied Music	2 cr.	
At least eight credit hours are selected from:		
MUS-352 Applied Music	2 cr.	
Piano*		6 cr.
MUS-112 Class Piano I	2 cr.	

MUS-113 Class Piano II 2 cr.
MUS-114 Class Piano III or
MUS-152W Applied Music: Piano 2 cr.
(Students may fulfill up to 6 required piano hours with music electives after successfully completing a piano skill placement audition).

MUS-210 Music Diction I: Italian/French 2 cr.
MUS-211 Music Diction II: German/English 2 cr.
MUS-328 Repertoire Seminar: Voice 3 cr.
MUS-331 Applied Music Pedagogy I: Voice 3 cr.
Large Ensemble.....minimum 8 cr.
Students must select at least 4 credits from MUS 221A or 222A and 4 credits from MUS 222C or 222D.
Electives 9 cr.
One course in Theory selected from MUS-305, 307, 308, or 398B; One course in Music History selected from MUS-312, 321D, or dept. approved course.
MUS-250 Junior Recital 1 cr.
MUS-300 Senior Recital 1 cr.
Total 78 cr.

Vocal performance majors must also take: Foreign Language.....6 cr.
Two courses selected from FL-FREN-101, or FL-ITAL-101 (satisfies two General Education requirements)

* Music Majors take the following courses concurrently: Theory I and II (MUS-121 and 122) are taken concurrently with Class Piano I and II (MUS-112 and 113). Students with piano skill may audition for advanced placement. Theory III and IV (MUS-201 and 202) are taken concurrently with Sight Singing and Ear Training I and II (MUS-124 and 125).

Emphasis Ib: Instrumental Performance
Required Courses:
MUS-121 Music Theory I* 3 cr.
MUS-122 Music Theory II* 3 cr.
MUS-201 Music Theory III 3 cr.
MUS-202 Music Theory IV 3 cr.
MUS-124 Sight Singing and Ear Training I 1 cr.
MUS-125 Sight Singing and Ear Training II 1 cr.
MUS-308 Orchestration 3 cr.
MUS-203 Music Before 1600 3 cr.
MUS-204 Music From 1600 through Beethoven 3 cr.
MUS-205 Music After Beethoven 3 cr.
MUS-220 Basic Conducting 2 cr.
MUS-223 Instrumental Conducting 2 cr.
Applied Music in the major performance area 16 cr.
Private study in an instrument:
At least eight credit hours selected from:
MUS-152 Applied Music 2 cr.
At least eight credit hours are selected from:
MUS-352 Applied Music 2 cr.

Piano*		6 cr.
MUS-112 Class Piano I	2 cr.	
MUS-113 Class Piano II	2 cr.	
MUS-114 Class Piano III or		
MUS-152W Applied Music: Piano	2 cr.	
(Students may fulfill up to 6 required piano hours with music electives after successfully completing a piano skill placement audition).		
Large Ensemble		minimum 8 cr.
Selected from MUS 231, 226, 234E (piano), or 234M (guitar)		
Small Ensemble		5 cr.
MUS-328 Repertoire Seminar		3 cr.
Electives		8 cr.
One course in Theory selected from MUS-305, 307, or 398B; One course in Music History selected from MUS-312, 321D, or dept. approved course.		
MUS-250 Junior Recital		1 cr.
MUS-300 Senior Recital		1 cr.
		Total 78 cr.

* Music Majors take the following courses concurrently: Theory I and II (MUS-121 and 122) are taken concurrently with Class Piano I and II (MUS-112 and 113). Students with piano skill may audition for advanced placement. Theory III and IV (MUS-201 and 202) are taken concurrently with Sight Singing and Ear Training I and II (MUS-124 and 125).

**Piano Majors must replace MUS-112, MUS-113 and MUS-114 with:

MUS-127 Harmony and Ear Training at the Keyboard I	2 cr.
MUS-128 Harmony and Ear Training at the Keyboard II	2 cr.
Elective	2 cr.

Junior and Senior Recitals: Students must select a committee of two music faculty in conjunction with their applied teacher (a total of three members). Students must pass a hearing before the recital is presented, prepare approved program notes, and receive a passing grade by the committee at the conclusion of the recital.

Students must perform a minimum of 30 minutes of music for a junior recital and 50 minutes of music for a senior recital.

Emphasis II a: K-12 Music Education: Vocal
Required Courses:

MUS-121 Music Theory I*	3 cr.
MUS-122 Music Theory II*	3 cr.
MUS-201 Music Theory III	3 cr.
MUS-202 Music Theory IV*	3 cr.
MUS-124 Sight Singing and Ear Training I	1 cr.
MUS-125 Sight Singing and Ear Training II	1 cr.
MUS-203 Music Before 1600	3 cr.
MUS-204 Music From 1600 through Beethoven	3 cr.
MUS-205 Music After Beethoven	3 cr.
MUS-220 Basic Conducting	2 cr.

MUS-224 Choral Conducting		2 cr.
Applied Music in the major performance area		8 cr.
Private study in voice:		
At least four credit hours selected from:		
MUS 151 Applied Music	1 cr.	
At least four credit hours selected from:		
MUS 351 Applied Music	1 cr.	
Piano		6 cr.
MUS-112 Class Piano I	2 cr.	
MUS-113 Class Piano II	2 cr.	
MUS-114 Class Piano III or		
MUS-152W Applied Music: Piano	2 cr.	

Voice Students may fulfill up to 6 required piano hours with music electives after successfully completing a piano skill placement audition. Piano majors will replace Class Piano I, II, and III with 4 credits of MUS 151 Applied Vocal Music studies and 2 credits of music electives after passing a proficiency exam in voice.

MUS-106 Orientation to Music Ed	1 cr.
MUS-210 Music Diction I: Italian/French	2 cr.
MUS-211 Music Diction II: German/English	2 cr.
MUS 331 Vocal Pedagogy I	3 cr.
MUS-342 World Music	2 cr.
MUS-391 Contemporary Music K-12	3 cr.
TED SCED-303I Methods and Techniques of Teaching Music in the Secondary Schools: Instrumental (taken concurrently with MUS-393L	3 cr.
TED SCED-303V Methods and Techniques of Teaching Music in the Secondary Schools: Vocal (taken concurrently with MUS-393L	3 cr.
MUS-393L Seminar in Music Education, (Clinical Field Experience)	2 cr.

(See piano proficiency requirement below).

Large Ensemble.....minimum 8 cr.

Voice students must select 6 credits from MUS 221A or 222A and 2 credits from MUS 222C or 222D. Piano majors must select 6 credits from MUS 221A or MUS 222A, 1 credit from MUS 222C or MUS 222D, and 1 credit of MUS 234E.

Total 70 cr.

SCED-305N K-12 Student Teaching and Seminar in Music	9 cr.

* Music Majors take the following courses concurrently: Theory I and II (MUS-121 and 122) are taken concurrently with Class Piano I and II (MUS-112 and 113). Students with piano skill may audition for advanced placement. Theory III and IV (MUS-201 and 202) are taken concurrently with Sight Singing and Ear Training I and II (MUS-124 and 125).

Students should also consult the Secondary Education and General Education section of this catalog.

Piano Music Education Students:

Piano majors must be proficient in voice to complete the music education program. Students must take applied lessons in voice until they pass the proficiency exam in order to complete the music education degree. The student's program must be approved by the advisor and may extend the time to degree.

NOTE: K-12 Music Education: Majors must obtain departmental approval for admission to student teaching.

Music Education Majors are required to pass the Piano Proficiency Exam prior to enrolling in MUS-393L. The Proficiency Exam is given once each semester. See advisor for schedule.

Upon attaining Junior status Music Education majors must apply for a Music Education Junior Interview. This interview serves as a general review of skill and knowledge applicable to the field of Music Education. The student's progress will be assessed and suggestions for improvement will be made. Contact the Music Education faculty for specific requirements and scheduling.

Emphasis II b: K-12 Music Education: Instrumental
Required Courses:

MUS-121 Music Theory I*		3 cr.
MUS-122 Music theory II*		3 cr.
MUS-201 Music Theory III		3 cr.
MUS-202 Music Theory IV*		3 cr.
MUS-124 Sight Singing and Ear Training I		1 cr.
MUS-125 Sight Singing and Ear Training II		1 cr.
MUS-203 Music Before 1600		3 cr.
MUS-204 Music From 1600 through Beethoven		3 cr.
MUS-205 Music After Beethoven		3 cr.
MUS-220 Basic Conducting		2 cr.
MUS-223 Instrumental Conducting		2 cr.
Applied Music in the major performance area		8 cr.
Private study on an instrument:		
At least four credit hours are selected from:		
MUS-151 Applied Music	1 cr.	
At least four credit hours are selected from:		
MUS-351 Applied Music	1 cr.	
Piano*		4 cr.
MUS-112 Class Piano I*	2 cr.	
MUS-113 Class Piano II*	2 cr.	
MUS-114 Class Piano III* or		
MUS-152W Applied Music: Piano	2 cr.	
(Students may fulfill up to 4 required piano hours with music electives after successfully completing a piano skill placement audition.) Piano majors will replace Class Piano I and II with 4 credits of MUS 151 Applied Instrumental Music studies and pass a proficiency exam on a wind, brass, percussion or orchestral string instrument.		
MUS-110 Class Voice I		2 cr.
MUS-106 Orientation to Music Ed		1 cr.
MUS-308 Orchestration		3 cr.
MUS-342 World Music		2 cr.
MUS-391 Contemporary Music K-12		3 cr.
TED SCED-303I Methods and Techniques of Teaching Music in the Secondary Schools: Instrumental (taken concurrently with MUS-393L)		3 cr.

TED SCED-303V Methods and Techniques of Teaching Music in the Secondary Schools: Vocal (taken concurrently with MUS-393L 3 cr.

MUS-393L Seminar in Music Education, (Clinical Field Experience 2 cr.
(See piano proficiency requirement below).

Large Ensemble.....minimum 8 cr.
Wind, brass, and percussion students select MUS-231; String students select MUS-226. Piano majors must select 6 credits from MUS 226 or MUS 231 and 2 credits from MUS 234E. Students must play at the college level and pass an audition to participate in these ensembles.

MUS-115 Instrumental Music Studies-Brass Instruments 1 cr.

MUS-116 Instrumental Music Studies-Percussion Instruments 1 cr.

MUS-117 Instrumental Music Studies-String Instruments 1 cr.

MUS-118 Instrumental Music Studies-Woodwind Instruments I (flute/clarinet) 1 cr.

MUS-119 Instrumental Music Studies-Woodwind Instruments II oboe/bassoon/saxophone) 1 cr.

Total 71 cr.

SCED-305N K-12 Student Teaching and Seminar in Music 9 cr.

Students should also consult the Secondary Education and General Education section of this catalog.

Piano Music Education Students:

Piano students must be proficient on a band or orchestral instrument to complete the music education program. Students must take applied lessons in a band or orchestral instrument until they pass the proficiency exam in order to complete the music education degree. The student's program must be approved by the advisor and may extend the time to degree.

NOTE: K-12 Music Education: Majors must obtain Departmental approval for admission to student teaching. Music Education Majors are required to pass the Piano Proficiency Exam prior to enrolling in MUS-393L. The Proficiency Exam is given once each semester. See advisor for schedule.

Guitar, Computer/Electronic Music Media students must be proficient at the 300 level in voice (vocal track) or on a band or orchestral instrument (instrumental track) to complete the music education program. Students must take Applied Lessons in voice or a band or orchestral instrument until they pass the upper division 300 level jury in order to complete the music education degree. The student's program must be approved by the advisor and may extend the time to degree.

Upon attaining Junior status Music Education majors must apply for a Music Education Junior Interview. This interview serves as a general review of skill and knowledge applicable to the field of Music Education. The student's progress will be assessed and suggestions for improvement will be made. Contact the Music Education faculty for specific requirements and scheduling.

Minor in Music (23 cr. hrs.)

In consultation with the Music Minor 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 MUS101. Students must obtain the advisor's approval for the total program plan and declare the minor prior to coursework. The curriculum plan must include: Music Theory (6 credits), Music History (3 credits), and Music Technology (3 credits). Individual applied instruction and ensemble credits may be combined for a maximum of 5 credits. Applied and ensemble credits must be

approved by the minor advisor in advance. All music minors must attend a total of 20 concerts sponsored by the Department of Music. A total of five concerts occurring in off-campus venues may be applied to the required 20 if approved in advance by the student's Music Minor Advisor.

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

Minor in Dance (30 cr. hrs.)
In consultation with the Dance Minor Advisor, the student designs an individualized and appropriately balanced program to meet personal interests and needs.

Students entering the program must demonstrate technical ability and must obtain the advisor's approval for the total program plan. Students must complete 6 hours of DANC360 Dance Composition and 3 hours of DANC-390 Seminar in Dance Performance to satisfy dance minor requirements. 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 licensure requirements. Some dance classes may be taken more than once. Consult with the Coordinator of Dance for more information.

Concert Series
Approximately 100 afternoon and evening concerts are offered on-campus each year including student recitals, departmental concerts, the Jewel Box Series, the Ruth Page Dance Series, Chicago Clarinet Ensemble, Chicago Brass Festival, American Spanish Dance Festival, Faculty Artist Series, and the Performing Arts Series. Complete information is published in the Department of Music Concert Calendar and on the music website.

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 choral/ instrumental/vocal experience through audition and a commitment to artistic performance. Students may enroll for credit in a maximum of three ensembles per term.

Large Ensembles include:

Band	Orchestra
University Chorus	Chamber Singers
Opera Workshop	Musical Theater
Guitar Ensemble	Piano Accompanying

Small Ensembles include:

Jazz Band	Jazz Combo
Brass Ensemble	Woodwind Ensemble
String Ensemble	Percussion Ensemble
Multi Media Ensemble	New Music Ensemble
Chamber Ensemble	

Dance Ensembles include:
Repertory Ensemble
Spanish Dance Ensemble

Computer/Electronic Music and Technology
Qualified students may enroll in courses utilizing the Computer/Electronic Music Studio, a facility equipped with professional quality MIDI and Digital Audio Workstations.

Multimedia Learning Resources Center
The Multimedia Learning Resources Center is a music study facility with computer assisted study materials, fully equipped listening stations, and approximately 4000 recordings and scores. The Multimedia Learning Resource Center is located on the third floor of the Ronald Williams Library.

NAFME
The NEIU Collegiate Chapter of the Music Educators National Conference provides opportunities for professional orientation and development, and opportunities to attend music education festivals, conventions and meetings.

NEIU Brass Club
The NEIU Brass Club is open to all instrumentalists and exists to promote communication among brass players and to improve the artistic level of performance, teaching, and literature associated with brass players. The Brass Club supports departmental programs and sponsors activities that renew the fervor and importance of music in our lives.

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 Español, 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 Español and international guest artists. Qualified dance students may enroll for credit.

Awards
Scholarships are available to outstanding students in Music and Dance. Undergraduate Talent Scholarships (tuition waivers) in Music and in Dance are awarded through audition. Qualified students must not hold a bachelor's degree. Graduate Scholarships are also available through audition. Complete information is available in the Department.

GRADUATE PROGRAM
Master of Arts in Music
The graduate program in music offers 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.

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 department Graduate Placement Examination (by the end of the first semester of study) 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 Graduate Placement Examinations must be taken by the end of the first semester of graduate study. The deadline for passing the placement exams or completing deficiencies in music history and music theory is one year or 18 credits.

2. 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. Students must be approved to enroll at the 400-level for applied lessons. Provisional admission may be given to students at the 300-level if the applied teacher approves and considers the students' potential for 400-level status to be a positive one.
3. A student-at-large may transfer no more than 9 credit hours of graduate course-work into the graduate music program.

Requirements for the Degree
The following sequences require a total of 32 credit hours, all of which must be earned in 400-level courses or approved 300-level courses. Participation in large or small ensembles for a minimum of three terms is required.

Comprehensive Examination
A committee of four faculty members must be chosen in consultation with the graduate advisor. The committee must have one member in each of the areas to be addressed by the comprehensive examination.

All degree candidates will be given written comprehensive final exams in music research, history, music theory, and their area of specialization. The comprehensive exam is scheduled by the graduate advisor. Core courses must be completed before the comprehensive exam can be taken. Students must pass all sections of the comprehensive exam prior to candidacy approval.

Community of Learners:
The Department of Music requires graduate students to participate in a community of students and faculty for the sharing of experiences, ideas, and knowledge. Graduate students are required to participate in special master classes and seminars presented by the faculty. In addition, all graduate students must join the Music Graduate Student group through NEIUport or Blackboard for information and on-line discussions of relevant topics.

Applied Music Pedagogy

MUS-424 Music Bibliography and Research	3 cr.
MUS-431 Advanced Applied Music Pedagogy I	3 cr.
MUS-432 Advanced Applied Music Pedagogy II	2 cr.
MUS-428 Music Repertoire Seminar	6 cr.
Applied Music (400-level)	8 cr.
MUS-481 Thesis Seminar	3 cr.
Electives (one course chosen in Music History MUS 312, 321, 471, or 472; one course in Music Theory MUS 405, and the remainder from Performance courses MUS 329, 425, 411, 412, 413, 414, 423,426, 434 7 cr.	
	Total 32 cr.

COURSE OFFERINGS
MUS-101 The Musical Experience, 3 cr. A non-technical course designed to increase the listener's understanding and enjoyment of music. Not applicable towards music major or minor requirements.

MUS-104 Music Concepts: An Introduction, 3 cr. 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, 3 cr. Introduction to notation and perception of pitch and rhythm, including: intervals, triads, scales, meter, and key signatures, time signatures, and basic concepts of sight singing and ear training. Recommended for prospective majors.
MUS-106 Orientation to Music Education, 1 cr. A broad view of Music Education in Public Schools K-12 required of all Music Education majors; included are visits to all levels and areas and guests to discuss teaching music. This course is designed to help students decide whether Music Education K-12 is the appropriate career choice and what the total job entails.
MUS-110 Class Voice I, 2 cr. For beginning students in voice; fundamentals of vocal technique.
MUS-111 Class Voice II, 2 cr. Continuation of MUS-110. Prereq.: MUS-110 or consent of instructor.
MUS-112 Class Piano I, 2 cr. 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, 2 cr. Continuation of MUS-112. Expanded theoretical concepts and keyboard technique. Outside practice required. Prereq.: MUS-112 or consent of instructor.
MUS-114 Class Piano III, 2 cr. Keyboard skills in all major and minor keys. Piano literature of diverse styles. Outside practice required. Prereq.: MUS-113 or consent of instructor.
MUS-115 Instrumental Music Studies — Brass Instruments, 1 cr. 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. Prereq.: MUS-121 or consent of instructor.
MUS-116 Instrumental Music Studies — Percussion Instruments, 1 cr. Introduction to the techniques and skills of playing percussion instruments. The use of percussion instruments in various types of instrumental ensembles. Prereq.: MUS-121 or consent of instructor.
MUS-117 Instrumental Music Studies — String Instruments, 1 cr. 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. Prereq.: MUS-121 or consent of instructor.
MUS-118 Instrumental Music Studies — Woodwind Instruments I, 1 cr. Introduction to the techniques and skills of playing flute and clarinet. Care and maintenance. Study and evaluation of the music literature available for the various woodwind instruments. Prereq.: MUS-121 or consent of instructor.
MUS-119 Instrumental Music Studies — Woodwind Instruments II, 1 cr. Introduction to the techniques and skills of playing oboe, bassoon, and saxophone. Care and maintenance. Study and evaluation of the music literature available for the various woodwind instruments. Prereq.: MUS-121 or consent of instructor.
MUS-120 Class Guitar I, 2 cr. 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, 3 cr. 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, 3 cr. Continuation of MUS-121. Advancing written and aural skills. Phrase structure, cadences, harmonic progression, harmonization techniques, nonharmonic tones. Prereq.: MUS-121.
MUS-123 Class Guitar II, 2 cr. 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. Prereq.: MUS-120 or consent of instructor.
MUS-124 Sight-Singing and Ear Training I, 1 cr. Practice and application of sight-singing techniques, ear training procedures, and related aural/oral skills. Prereq.: MUS-121 or consent of instructor.

MUS-125 Sight-Singing and Ear Training II, 1 cr. Continuation of MUS-124. Prereq.: MUS-124 or consent of instructor.
MUS-127 Harmony and Ear Training at the Keyboard I, 2 cr. Skills in applying harmonic and melodic concepts and techniques at a keyboard instrument. Prereq.: MUS-121 and MUS112 or consent of instructor.
MUS-128 Harmony and Ear Training at the Keyboard II, 2 cr. Continuation of MUS-127. Prereq.: MUS-127 or consent of instructor.
MUS-131 Computer Literacy for Musicians, 3 cr. 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. Prereq.: consent of instructor.
MUS-150 Applied Music, .5 cr. One-half hour weekly lesson. 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. Students will participate in small ensembles as part of the applied music studio class. Students taking Applied Lessons must be music majors, minors or registered in an ensemble. Prereq.: consent of instructor or department chairperson.
MUS-151 Applied Music, 1 cr. One-hour weekly lesson for music education majors. 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. Students will participate in small ensembles as part of the applied music studio class. Students taking Applied Lessons must be music majors, minors or registered in an ensemble. Prereq.: consent of instructor or department chairperson.
MUS-152 Applied Music, 2 cr. One-hour weekly lesson for performance majors. 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. Students will participate in small ensembles as part of the applied music studio class. Students taking Applied Lessons must be music majors, minors or registered in an ensemble. Prereq.: consent of instructor or department chairperson.
MUS-201 Music Theory III, 3 cr. Study of seventh chords, secondary dominants, altered nonharmonic tones, modulation, borrowed chords, augmented sixth chords. Advancing analytical and written skills. Prereq.: MUS-122 or consent of instructor.
MUS-202 Music Theory IV, 3 cr. Writing and analysis. Study of Neapolitan sixth; diminished sevenths; altered dominants; chromatic mediants; modulation to foreign keys; ninth, eleventh and thirteenth chords. Prereq.: MUS-201 or consent of instructor.
MUS-203 Music Before 1600, 3 cr. Survey of musical styles, types, and forms from Gregorian Chant through the Renaissance. Prereq.: MUS-121 or consent of instructor.
MUS-204 Music From 1600 Through Beethoven, 3 cr. Survey of musical styles, types, and forms in representative composers of the Baroque and Classical Periods. Prereq.: MUS-121 or consent of instructor.
MUS-205 Music After Beethoven, 3 cr. Survey of musical styles, types, and forms, in representative composers of the Romantic Period and the Twentieth Century. Prereq.: MUS-121or consent of instructor.
MUS-210 Music Diction for Singers I: Italian and French, 2 cr. Introduction to proper pronunciation of English, Italian, French and German texts in classical vocal music. Use of the International Phonetic Alphabet symbols applied to the singing of songs and arias. Prereq.: four credit hours of MUS APPL-151, 152 or 153.
MUS-211 Music Diction for Singers II: German and English, 2 cr. Introduction to proper pronunciation of English and German texts in classical vocal music. Use of the International Phonetic Alphabet symbols applied to the singing of songs and arias. Prereq.: four credit hours of MUS APPL-151, 152 or 153.

MUS-220 Basic Conducting, 2 cr. Basic techniques of conducting: meter, dynamics, cuing, etc., applicable to both instrumental and choral conducting. Serves as prerequisite to specialized Instrumental and Choral Conducting courses. Prereq.: MUS-122 or consent of instructor.
MUS-221 Chorus, 1 cr. This activity is open to all students. Opportunities for school and public performance. Prereq.: consent of instructor.
MUS-222 Vocal Ensemble, 1 cr. Opera Workshop, Chamber Singers, Musical Theater, and Music Production. Open to all enrolled students. Opportunities for school and public performance. Prereq.: consent of instructor.
MUS-223 Instrumental Conducting, 2 cr. Techniques of conducting and score reading; rehearsal techniques and interpretation. Prereq.: MUS-122 or consent of instructor.
MUS-224 Choral Conducting, 2 cr. Choral conducting techniques; ability to read and analyze choral scores; choral repertoire. Prereq.: MUS-122 or consent of instructor.
MUS-226 Orchestra, 1 cr. Open to all students with instrumental experience by audition. Opportunities for school and public performance.
MUS-231 Band, 1 cr. Open to enrolled students with instrumental experience. Opportunities for school and public performance. Prereq.: consent of instructor.
MUS-234 Instrumental Ensemble, 1 cr. Open to enrolled students with instrumental experience. Opportunities for school and public performance. Prereq.: consent of instructor.
MUS-235 Instrumental Ensemble: (Jazz Band, Jazz Combo), 1 cr. Open to enrolled students with instrumental experience. Opportunities for school and public performance. Prereq.: consent of instructor.
MUS-250 Junior Recital, 1 cr. A formal ½ hour recital given after the music performance major reaches the 300 level in applied instruction and during their junior year. Students select a recital committee of three faculty members including, and in conjunction with, their applied instructor. The student must pass a hearing presented to the recital committee before the recital is given. Once the recital is presented, a grade of pass or fail will be determined by the recital committee.
MUS-300 Senior Recital, 1 cr. A formal 1 hour recital given after the music performance major reaches the 300 level in applied instruction and during their senior year. Students select a recital committee of three faculty members including, and in conjunction with, their applied instructor. The student must pass a hearing presented to the recital committee before the recital is given. Once the recital is presented, a grade of pass or fail will be determined by the recital committee.
MUS-305 Form and Analysis I, 3 cr. 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. Prereq.: MUS-201 or consent of instructor.
MUS-307 Class Composition, 3 cr. Composition and performance of students' original works. Prereq.: consent of instructor.
MUS-308 Orchestration, 3 cr. Instrumental timbres and the capabilities of instruments; scoring for instruments in a variety of combinations, including the orchestra and instrumental/ vocal combinations. Prereq.: MUS-122 or consent of instructor.
MUS-309 Studies in Instrumental Music, 3 cr. Selected topics in instrumental literature. Consult the Schedule of Classes for specific topics. Prereq.: MUS-122, MUS-203, MUS-204, MUS-205 or consent of instructor.
MUS-310 Studies in Vocal Music, 3 cr. Selected topics in vocal literature. Consult the Schedule of Classes for specific topics. Prereq.: MUS-122, MUS-203, MUS-204, MUS-205 or consent of instructor.
MUS-311 Studies in Keyboard Music, 3 cr. 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. Prereq.: MUS-122, MUS-203, MUS-204, MUS-205 or consent of instructor.

MUS-312 WIP: Beethoven, 3 cr. Representative compositions of Beethoven, with emphasis on the evolution of early, middle, and late period style characteristics. Prereq.: MUS-122, MUS-203, and MUS-204 or MUS-205, or consent of instructor.
MUS-314 Selected Studies in Music, 3 cr. Special topics in music history and/or theory. Consult the Schedule of Classes for specific topics. Prereq.: junior standing.
MUS-318 Music of the Twentieth Century, 3 cr. Consideration from a historical point of view of structural, stylistic and formal aspects of the musical art of the twentieth century. Prereq.: MUS-122, MUS-203, MUS-204, or MUS-205, or consent of instructor. or MUS-205, or consent of instructor.
MUS-320 Independent Study in Music, 1 cr. Individual investigation into a topic of the student's choice. Prereq.: consent of instructor, department chair, and College Dean.
MUS-321D WIP: Seminar in Music History: Stravinsky, 3 cr. This seminar explores major issues in Stravinsky study through the most relevant literature concerning Stravinsky's life, musical style, aesthetics and the socio-cultural forces shaping his ideas and music through reading, listening and analyzing his music, discussions over the reading material, and individualized research projects. Prereq.: Consent of instructor.
MUS-321F Seminar in Music History: Jazz, 3 cr. This seminar explores major issues in the history of jazz through most the relevant literature concerning development, musical style and prominent musicians through reading, listening and analyzing music, discussions over the reading material, and through individualized research projects. Prereq.: Consent of instructor
MUS-322 Independent Study in Music, 3 cr. (See MUS320 for description.)
MUS-324 Independent Study in Music, 2 cr. (See MUS320 for description.)
MUS-325 Performance Seminar, 2 cr. Performance and critical analysis of others' performances based upon stylistic, structural, and technical factors. Consult the Schedule of Classes for specific topics. Prereq.: consent of instructor.
MUS-326 Songwriting, 3 cr. Techniques of songwriting; consideration and analysis of classical and folk song models; emphasis on writing lyrics, melody and accompaniment. Prereq.: ability to read and write music and consent of instructor.
MUS-328 Repertoire Seminar, 3 cr. Survey of the standard repertoire for different performance areas. Content varies according to performance area studied. Consult the Schedule of Classes for specific topics. Prereq.: ten credit hours in major performance area or consent of instructor.
MUS-329 Advanced Conducting, 2 cr. Rehearsal techniques involved in the performance of advanced orchestral and band literature; refinements of baton technique; careful attention to interpretation of selected repertoire. Prereq.: MUS-223.
MUS-331 Applied Music Pedagogy I, 3 cr. Methods for Applied Music teaching for prospective and experienced \teachers. Prereq.: twelve credit hours of Applied Music or consent of instructor.
MUS-332 Applied Music Pedagogy II, 2 cr. Primarily a practicum for prospective and experienced teachers; class discussion, practice teaching. Prereq.: MUS-331 or consent of instructor.
MUS-333 Internship in Music, 3 cr. Field experience in schools, community organizations, or industry. Detailed information is available in the departmental office. Prereq.: consent of departmental Music Internship Committee.
MUS-342 World Music, 2 cr. A study of world music and various cultures as reflected in the arts, especially music; experiencing music through performance on ethnic instruments, listening to recordings of authentic music, as well as map study, and attendance at live performances.
MUS-350 Applied Music, .5 cr. One-half hour weekly lesson. 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. Students will participate in small ensembles as part of the applied music studio class. Students taking Applied Lessons must be music majors, minors or registered in an ensemble. Prereq.: consent of instructor or department chairperson.

MUS-351 Applied Music, 1 cr. One-hour weekly lesson for music education majors. 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. Students will participate in small ensembles as part of the applied music studio class. Students taking Applied Lessons must be music majors, minors or registered in an ensemble. Prereq.: consent of instructor or department chairperson.

MUS-352 Applied Music, 2 cr. One-hour weekly lesson for performance majors. 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. Students will participate in small ensembles as part of the applied music studio class. Students taking Applied Lessons must be music majors, minors or registered in an ensemble. Prereq.: consent of instructor or department chairperson.

MUS-391 WIP: Contemporary Music Education K-6, 3 cr. A study of philosophy, methods, materials, and assessment techniques suitable for developing music potential in elementary school-aged children. Special areas of focus include long and short term lesson planning, sequencing concepts and skills, ethnic music, music in Special Education, and assessment correlated with State and national Standards for Arts Education. Prereq.: consent of instructor.

MUS-394E Creative Approaches in Music, 3 cr. This course is designed to provide the instructor an opportunity to design a course/workshop of his/her own specialty for practicing musicians and working professionals and is open to enrollment (instructor approval) based upon the needs/desires of the department/instructor.

MUS-396 Practicum in Music, 1 cr. Concentrated study of specific aspects of music performance, music theory, or music history and literature. Consult the Schedule of Classes for specific topics. Prereq.: in-service teacher, or consent of instructor.

MUS-397A Practicum in Music: Chamber Music, 3 cr. The purpose of this course is to give the student an opportunity to explore important chamber music literature as well as the opportunity to work with other chamber musicians. The student will need to be prepared for each rehearsal (2-3 hours daily practice is required), and you may be asked to perform on the student recital and participate in recruiting performances.

MUS-398B Practicum in Music: Computer Music Studio, 3 cr. The course addresses a broad range of technical and aesthetic issues relevant to the creation of music and artistic manipulation of sound. The course combines theoretical conceptual and practical information with hands-on experience with software and hardware. Students design and realize projects in consultation with the instructor for presentation in class or public forum. Projects may incorporate elements of audio recording, audio editing, MIDI, sound synthesis, sound design, combined media or other innovative concepts which develop as technology and art combine.

MUS-405 Form and Analysis, 3 cr. This course focuses upon advanced analysis of linear, vertical and structural dimensions of western music. Large and small scale works from various historical periods and for a variety of media will be considered. Procedures as appropriate to style and period will be applied with an emphasis upon development of analytical skill as an interpretive tool leading to more insightful performance.

MUS-411 Vocal Ensemble Chorus, 1 cr. The University Chorus is a large choral ensemble which explores the great choral literature from the Middle-Ages and Renaissance periods to the present day in preparation for public and school performances. Emphasis is on choral rehearsal techniques, appropriate vocal technique, historical performance practice for the works being prepared, and research on composers and compositions being studied. Prereq.: Graduate Music status.

MUS-412 Chamber Singers, 1 cr. Chamber singers explores the art of ensemble singing through the preparation and performance of choral literature composed for a smaller ensemble. Emphasis is on choral

rehearsal techniques, appropriate vocal technique and performance practice for the works being prepared, and research about the composers and the compositions being studied. Prereq.: Graduate status.

MUS-413 Opera Workshop, 1 cr. A practical workshop in learning and performing opera literature and exploring the art of singing opera through research, preparation and performance of scene excerpts and complete opera productions. Graduate students are expected to sing the leading roles and/or assist the director in staging, managing and research. Prereq.: Graduate status in Music.

MUS-414 Musical Theater, 1 cr. A practical workshop in learning and performing musical theater repertoire and exploring the art of singing and acting through research, preparation and performance of a complete musical theater production. Graduate students are expected to sing the leading roles and/or assist the director in staging, managing and research.

MUS 415 Music Production, 1 cr. A practical course in learning and executing the technical aspects of a full music theater/opera production. This course will encompass, but is not limited to: staging, costume design, set design and construction, lighting design and execution, props, wigs, make-up and stage crew.

MUS-420 Independent Study in Music, 1 cr. Individual investigation into a topic of the student's choice. Prereq.: graduate standing and consent of instructor, department chair, and College Dean.

MUS-421 Independent Study in Music, 2 cr. (See MUS420 for description.)

MUS-422 Independent Study in Music, 3 cr. (See MUS420 for description.)

MUS-423 Band, 1 cr. Band is a large performing ensemble exploring standard wind band repertoire. Performance of two public and school concerts each semester is required. Graduate students are expected to perform solos, be section leaders and assist the director in conducting rehearsals.

MUS-424 Music Bibliography and Research, 3 cr. Study of basic reference and research materials in music and introduction to methods of research appropriate to music. Prereq.: graduate standing.

MUS-425 Performance Seminar: (Piano, Voice, Brass, Strings, Percussion or Woodwind), 2 cr. This seminar is an extension and complement to the student's Applied (Piano, Voice, Brass, Strings, Percussion or Woodwind) lesson. It focuses on the art of performance.

MUS-426 Orchestra, 1 cr. Open to all students with instrumental experience by audition. Opportunities for school and public performance. Prereq.: Graduate status.

MUS-428 Repertoire Seminar: (Piano, Voice, Brass, Strings, Percussion, or Woodwind), 3 cr. Over the course of two semesters, the seminar will consist of an in-depth study of principal styles and forms of repertoire, with styles ranging from early to modern music.

MUS-431 Advanced Applied Music Pedagogy I: (Piano, Voice, Brass, Strings, Percussion or Woodwind), 3 cr. At an advanced level this course explores various aspects of the field of (Piano, Voice, Brass, Strings, Percussion or Woodwind) teaching, including available methods and materials and learning the techniques of teaching students at various ages and levels of advancement. Also, it will focus on various approaches to (Piano, Voice, Brass, Strings, Percussion or Woodwind) technique, placing them in historical context, and learning how to apply them to students at different levels of advancement.

MUS-432 Advanced Applied Music Pedagogy II: (Piano, Voice, Brass, Strings, Percussion or Woodwind), 2 cr. This course builds upon the knowledge gained in Pedagogy I and continues its exploration of advanced topics in (Piano, Voice, Brass, Strings, Percussion or Woodwind) pedagogy, including learning theories and their application to the teaching of (Piano, Voice, Brass, Strings, Percussion or Woodwind), analysis from a pedagogical point of view of teaching repertoire, and a further exploration of (Piano, Voice, Brass, Strings, Percussion or Woodwind) technique in relation to teaching students of differing levels of advancement. Special emphasis will be placed on the difficult problem of matching repertoire with students, i.e., of choosing teaching material which appropriately challenges the student in terms of his/ her musical, technical and psychological development.

MUS-434 Instrumental Ensemble: (Brass, Percussion, Strings, Woodwinds, Accompanying, Piano, Guitar), 1 cr. Open to enrolled students with instrumental experience. Opportunities for school and public performance. Prereq.: consent of instructor.
MUS-451 Applied Music, 1 cr. (summer session only) 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. Prereq.: consent of instructor or department chairperson, and graduate standing.
MUS-452 Applied Music, 2 cr. One-hour weekly lesson. 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. Prereq.: consent of instructor or department chairperson, and graduate standing.
MUS-463 Women in Music, 3 cr. A study of some of the most notable women composers and musicians from the Middle Ages to the present. Designed both for musicians and non-musicians, the course will focus equally upon aspects of the music of the historical, social, and cultural milieu.
MUS-471 Seminar in Music History: Baroque, 3 cr. In-depth study of selected topics in the music history and literature of the Baroque. Individual research topics. Prereq.: graduate standing and consent of instructor.
MUS-472 Seminar in Music History: Classic Era, 3 cr. In-depth study of selected topics in the music history and literature of the Classic era. Individual research topics. Prereq.:graduate standing and consent of instructor.
MUS-480 Graduate Internship in Music, 3 cr. Advanced field experience; a practicum in either traditional or nontraditional areas of music. Main responsibility for researching, developing and completing the project lies with the student. Prereq.: admission to M.A. Music program, or graduate standing and consent of program advisor.
MUS-481 Thesis Seminar — Music, 3 cr. Guidance of students Preparing thesis, projector recital to fulfill requirements for the Master of Arts in Music. Music Education students will complete a thesis or project in their area of specialization.

Dance
DANC-101 The Dance Experience, 3 cr. A non- 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.
DANC-131 Introduction to Spanish Dance, 3 cr. 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.
DANC-161 Spanish Dance I, 2 cr. Continuation of DANC131 with emphasis on the mastery of two important repertory styles and their dances: Regional and Flamenco. Prereq.: DANC-131 or consent of instructor.
DANC-203U Field Experiences: Dance in Chicago I, 3 cr. Field experience in studios or schools. Detailed information is available in the departmental office. Prereq.: consent of the Dance committee.
DANC-203V Field Experiences: Dance in Chicago II, 3 cr. Advanced field experience in studios or schools. Detailed information is available in the departmental office. Prereq.: consent of the Dance Committee.
DANC-203W Field Experiences: Hispanic Dance I, 3 cr. Hispanic dance field experience in studios or schools. Detailed information is available in the departmental office. Prereq.: consent of the Dance Committee.
DANC-204 Repertory Ensemble, 1.5 cr. Open to enrolled students with at least intermediate skills in dance technique (ballet, modern, jazz, or combination). Prereq.: consent of instructor.

DANC-251 Modern Dance I, 2 cr. Practice of movement as an art form suggesting ideas and conveying feelings, including axial and locomotor movements, spontaneous and planned interpretive response, and choreography.
DANC-254 Modern Dance: II, 2 cr. Continuation of DANC251. Strength, flexibility, coordination, and balance; locomotor combinations and creative exploration of rhythm and dynamic elements of dance. Prereq.: DANC-251 or consent of instructor.
DANC-255 Jazz Dance I, 2 cr. Fundamental techniques of jazz dance for the beginning student; blues, musical comedy, hard-rock, street dancing, and dramatic styles.
DANC-256 Ballet I, 2 cr. Fundamentals of ballet techniques for the beginning student; attendance at performances; analysis of filmed performances.
DANC-261 Spanish Dance II, 2 cr. Continuation of DANC161 further exploring the Classical, Regional and Flamenco styles with emphasis on mastery of technique, styles, music and theatrical history. Prereq.: DANC-161 or consent of instructor.
DANC-351 Modern Dance III, 3 cr. Continuation of DANC 254. Techniques of Graham, Limon, and Cunningham; attendance at professional dance presentations and rehearsals; research. Prereq.: DANC-254 or consent of instructor.
DANC-355 Jazz Dance II, 2 cr. Continuation of DANC-255; more polished techniques and expression; blues, musical comedy, hard-rock, street dancing, and dramatic styles. Prereq.: DANC-255 or consent of instructor.
DANC-356 Ballet II, 2 cr. Continuation of DANC-256. Skill in performance of "school" steps and combinations. Prereq.: DANC-256 or consent of instructor.
DANC-357 Ballet III, 2 cr. Continuation of DANC-356. Development of greater strength, flexibility, balance, stamina; adagio, allegro, and center work. Expressive and creative elements. Prereq.: DANC-256 and DANC-356.
DANC-360 Dance Composition, 3 cr. Practical aspects of dance design and theoretical aspects of dance as an art. Creation of dance compositions is required. Prereq.: consent of instructor.
DANC-365 Dance Production, 3 cr. Costuming, make-up, marketing, and lighting for dance.
DANC-370 Musical Resources for Dance, 3 cr. 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 major areas: jazz, ballet, modern and world music forms, new music, etc. Prereq.: consent of instructor.
DANC-371 Theory and Philosophy of Dance and the Related Arts, 3 cr. The nature of dance and its historical interrelatedness with other art forms: poetry, drama (opera), painting, and music; the role of the critic. Prereq.: consent of instructor.
DANC-380 Contemporary Dance Education, 3 cr. Application of educational methods to the field of dance in various settings, such as conservatory and community, and specific age and interest groups. Prereq.: consent of instructor.
DANC-382 Dance Management and Grantsmanship, 3 cr. Methods of management and financing in dance. Prereq.: consent of instructor.
DANC-390B Jazz Dance, 3 cr. This course is designed to provide students with practical experience in the area of Jazz dance technique, movement development, and expressive movement performance. The goal of the course is to provide students the opportunity to improve their ability to integrate and maintain correction in the areas of jazz technique and Jazz movement development. Advanced Jazz styles are explored. Prereq.: Consent of instructor.
DANC-390D Seminar in Dance Performance: Spanish Dance, 3 cr. This 300 level seminar is designed to incorporate and continue the technical and stylized materials presented in Introduction to Spanish Dance-131, Spanish Dance I-161, and Spanish Dance II-261. Via the study and rehearsal of Spanish dance choreographic works created and taught by faculty and guest artists and along with regular class

instruction, lectures, films, and viewing professional dance companies in performance, each student will be focused on a high level of professional achievement. Prereq.: Consent of instructor.
DANC-390E Seminar in Dance Performance: Styles, 3 cr. This course is designed to provide students with practical experience in the areas of dance technique, movement development, and expressive movement performance. The goal of the course is to provide students the opportunity to improve their ability to integrate and maintain correction in the areas of technique and movement development. Prereq.: Consent of instructor.
DANC-391 Internship in Dance, 3 cr. 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. Prereq.: consent of instructor.

PHILOSOPHY

Jeanine Nithirageza, Ph.D., Associate Professor, Chair
John Casey, Ph.D., Associate Professor
Alfred Frankowski, Ph.D., Assistant Professor
Dan Milsky, Ph.D., Associate Professor, Program Coordinator

Affiliate Faculty:
Sophia Mihic, Ph.D., Associate 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 (33 cr. hrs.)
Required Courses:

PHIL-201 Logic I	3 cr.
PHIL-210 Writing Intensive Program: Arguing Philosophically	3 cr.
PHIL-213 Ethics	3 cr.
Two courses in the History of Philosophy (222, 231, 241, 390, 391)	6 cr.
PHIL-332 Contemporary Philosophy	3 cr.

PHIL-383 Seminar in Philosophy	3 cr.
Six hours of electives at the 300-level	6 cr.
Additional Electives	6 cr.
	Total 33 cr.

Minor in Philosophy (18 cr. hrs.)
Required Courses:

PHIL-213 Ethics	3 cr.
One course in the History of Philosophy	3 cr.
One course at the 300-level	3 cr.
Electives	9 cr.
	Total 18 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.

COURSE OFFERINGS

PHIL-101 Critical Thinking, 3 cr. 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, 3 cr. Introduction to the main problems of philosophy, i.e. knowledge, reality, morality, religion, and art.

PHIL-105 Feminist Philosophy, 3 cr. 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, 3 cr. Introductory course in symbolic logic, dealing with propositional calculus, quantification theory, and the logic of relations and classes.

PHIL-202 Comparative Religion, 3 cr. A comparative study of the main beliefs and practices of early and primal religions, Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity, and Islam.

PHIL-210 WIP: Arguing Philosophically, 3 cr. For as long as people have reasoned philosophically, they have noticed that there is something about successful arguments which compels any rational listener to either embrace the conclusion or, barring that, to offer equally compelling reasons for rejecting it. Indeed, what makes for a compelling reason is a matter worthy of careful investigation. Compelling reasons come in various forms-from the extremely compelling deductive arguments of formal logic, to the comparatively weak forms of everyday presumptive reasoning. While we will cover some of the former, we will focus our study of philosophical argument on the various forms of non-deductive argument-inductive, presumptive, and defeasible argument. While our aim is to participate in the exploration of argument, our goal will be the decidedly practical one of analyzing actual arguments in ordinary language. Prereq.: ENGL-101 minimum grade of C.

PHIL-211 PhilosophyofReligion,3 cr. Philosophicalscrutiny 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, 3 cr. 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, 3 cr. 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-214 Medical Ethics, 3 cr. This course will focus on the ethical dilemmas both doctors and patients confront as practitioners and patients in medicine. We will pay careful attention to the issues of paternalism, voluntary informed consent and personhood and apply these ideas to actual cases.
PHIL-215 Business Ethics, 3 cr. 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, 3 cr. Critical survey of the development of philosophy in the West from the presocratics to Plotinus.
PHIL-231 History of Medieval Philosophy, 3 cr. 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, 3 cr. A critical survey of the development of philosophy in the West in the seventeenth and eighteenth centuries.
PHIL-243 19th Century Continental Philosophy, 3 cr. The study of the responses to Kant's Ethics and Metaphysics as detailed in the work of philosophers such as Hegel, Fichte, Comte, Kierkegaard, Schopenhauer, and Nietzsche.
PHIL-247 Phenomenology and Hermeneutics, 3 cr. This course will focus directly on the main views and debates in the phenomenological tradition which studies consciousness as experience from the first-person point of view and then look at one of its offshoots, hermeneutics, the study of interpretive practices. The course covers the works of Husserl and Heidegger, Scheler and Derrida, Gadamer and Ricoeur.
PHIL-251 Philosophy of Art, 3 cr. An examination of art and aesthetic experience, including personal, social and political significance. Issues explored may include artistic concepts pertaining to form and content, representation and expression, meaning and truth, critical interpretation and evaluation.
PHIL-291 Philosophical Foundations of Oppression, 3 cr. 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, 3 cr. Study of the theory and development of axiomatic systems, including the problems of definability, completeness, and consistency. Prereq.: PHIL-201 or consent of instructor.
PHIL-313 Ethical Theory, 3 cr. 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 scepticism. Prereq.: junior standing, or consent of instructor.
PHIL-332 Contemporary Philosophy, 3 cr. Critical survey of the salient schools of contemporary philosophy, notably idealism, pragmatism, logical positivism, analytic philosophy, phenomenology, and existentialism. Prereq.: junior standing, or consent of instructor.
PHIL-333 American Philosophy, 3 cr. Intensive study of the trends prevalent in the modern American philosophical scene, notably pragmatism, idealism, naturalism, positivism, philosophical analysis, and phenomenology. Prereq.: junior standing, or consent of instructor.
PHIL-335 Analytic Philosophy, 3 cr. Critical survey of the development of analytic philosophy in the twentieth century. Prereq.: junior standing, or consent of instructor.
PHIL-337 Existentialism, 3 cr. Intensive study of selected works of existentialist thinkers such as Kierkegaard, Nietzsche, Sartre, and Camus. Prereq.: sophomore standing or consent of instructor.
PHIL-339 Post Modernism, 3 cr. This course will examine the rise of modernity as an "age of unrest", and therein delineating the confrontation between contemporary philosophy and the current epoch. To this end, we will assess the precise ways in which modernity has cast itself forward as a historical and epistemological rupture of devastating proportions, one that irrevocably alters our understanding of knowledge, society, power, technology, language, and the question of human experience. Prereq: Junior standing or consent of instructor.

PHIL-341 Metaphysics, 3 cr. 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. Prereq.: junior standing, or consent of instructor.

PHIL-343 Religion and Globalization, 3 cr. The course will examine the impact on various forms of religious expression of secularization and the resulting marginalization of regional ideological perspectives that are a result of increased globalization. Attention will be given to the roles played by religious nationalism and fundamentalism as they stand in tension with growing ecumenicalism, religious parochial and relativistic pluralism, and the increased growth of alternative religions. Special attention will be given to the philosophical arguments that are employed in support of these conflicting perspectives. Prereq.: Sophomore standing or consent of instructor.

PHIL-344 Buddhism, 3 cr. The course will begin with an analysis of Buddhism's origins within Hinduism and the early development of its religious beliefs and philosophical concepts in India. It will continue with an in depth look at its spread throughout Asia and the transformation of its core beliefs and concepts within the main traditions of Theravada, Mahayana, and the Vajrayana. The course will include a study of current global trends, such as the rise of political and social engagement and the impact of Buddhism on western philosophical traditions including existentialism and phenomenology. Prereq.: Sophomore standing or consent of instructor.

PHIL-345 Social and Political Philosophy, 3 cr. 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. Prereq.: sophomore standing or consent of instructor.

PHIL-351 Sexism and the Philosophy of Language, 3 cr. Analytic investigation of sexism in English in order to facilitate discussion of the relation between language, thought, and reality. Prereq.: sophomore standing or consent of instructor.

PHIL-353 Feminism and the Philosophy of Science, 3 cr. 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. Prereq.: sophomore standing or consent of instructor.

PHIL-361 Topics in Philosophy and Contemporary Issues, 3 cr. Systematic examination of one important contemporary issue, controversy, or problem. Consult the Schedule of Classes for specific topics. Prereq.: sophomore standing or consent of instructor.

PHIL-362 Philosophy of Law, 3 cr. In this course, we will engage in an examination of law and legal systems, as well as of the ideas, ideologies, and principles that are at the core of the establishment and interpretation of law. The pervasive presence of law in our lives should encourage us not only to understand it, but to scrutinize its foundations and presuppositions. Toward this end, we will pay special attention to three aspects of philosophy of law: analytic jurisprudence, normative jurisprudence, and critical law theory. Prereq.: Junior standing or consent of instructor.

PHIL-363 Latin American Decolonial Theorizing, 3 cr. Latin American decolonial theorists argue that European Modernism's beginnings lie in 1492 with the Spanish occupation of what we call the Americas, and that Enlightenment ideals are embedded in practices developed through conquest and colonization. Highlighting the Eurocentrism of Anglo-European Philosophy, these theorists offer significantly different and interesting philosophical understanding which attend to colonial power relations, and move us toward polycentric thinking and action. In addition, we will explore a particular history of resistance from within the Indigenous Zapatista movement in Mexico against global capital. And we will explore texts of popular education in challenging the theory/practice divide. Prereq.: Junior standing or consent of instructor.

PHIL-364 Critical Race Theory, 3 cr. This course begins with the recognition that racism is prevalent in the United States. Critical Race Theorists confront the historical centrality of white supremacy and the complicity of the law in upholding, indeed constructing, racism. Following the challenge to ahistoricism

and acontextualism embedded in standard legal practice brought by Critical Legal Theorists, Critical Race Theorists address racism as embedded in U.S. legal structure. We will examine the law's role in the construction and maintenance of social domination and subordination in order to understand and articulate a critical race theoretical approach to the intersections of race, gender, class and the law. Prereq.: Consent of instructor.

PHIL-365 Environmental Ethics, 3 cr. How ought we behave towards nature and what are the implications of human interaction with ecosystems? We will pay special attention to the value of restored nature and whether it is a form of human domination or whether restoration is a legitimate endeavor to be pursued out of moral obligation. We will integrate actual cases into the class in order to flesh out the policy implications of our philosophical commitments. Prereq.: Sophomore standing or consent of instructor.

PHIL-366 Feminist Ethics, 3 cr. What is feminism? What is Feminist Ethics? How do feminists differ in their ways of thinking about the good life and acting in the world than a non-feminist? Why do they differ in their understanding of these issues? How should we live our lives in a way that reflects feminist values? These are just some of the questions we will explore in this class. Specifically, we will explore the key concepts of different types of feminist ethics and the ways to apply it to our everyday lives. Prereq.: Consent of instructor.

PHIL-367 Postcolonialism, 3 cr. In this course we will move toward not a postcolonialism that transcends colonialism, but thinking with those who work toward a practice of decolonial thinking. While there have been many empires which have plundered pre-existing cultures and civilizations, modern colonialism did more than extract tribute, goods and wealth from conquered countries. It restructured economies, societies, languages, histories. Thus, while political colonialism is over in many locales, economic and cultural colonialism reverberate within both former colonies and colonizing countries. Postcolonial theorists write from the margins of and in resistance to reverberating colonial cultural productions. Prereq.: Consent of instructor.

PHIL-368 Multiculturalism, 3 cr. The U.S. is mono-cultural in its structural institutions such as the law, along with the way it represents itself. It is multicultural in that it is made up of peoples of many different cultures all of whom have contributed in significant ways to its formation and continued existence. In this class we will explore the difference between ornamental and structural multiculturalism. While liberal multiculturalism ignores asymmetries of power, we are going to take up polycentric multiculturalism, a multiculturalism that recognizes many centers and the racial, gendered, and classed structural framings of our worlds of sense. Prereq.: Consent of instructor

PHIL-371 Theory of Knowledge, 3 cr. Systematic inquiry into the nature of knowledge, with a consideration of such topics as ways of knowing, perception, memory, personal identity, and other minds. Prereq.: sophomore standing or consent of instructor.

PHIL-373 Advanced Feminist Philosophy, 3 cr. Analytic investigation of the latest feminist theory in order to study the development of feminism. Prereq.: junior standing, or consent of instructor.

PHIL-375 Philosophy of Science, 3 cr. 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. Prereq.: junior standing, or consent of instructor.

PHIL-381 Independent Study in Philosophy, 3 cr. Readings, discussions, and reports on a special topic with faculty supervision. Normally open to majors in their junior or senior year. Prereq.: consent of instructor. PHIL-383 Seminar in Philosophy, 3 cr. Intensive study of one important philosopher, problem, school, or period. Consult the Schedule of Classes for specific topics. Prereq.: major or minor in philosophy or consent of instructor.

PHIL-384 Seminar in Philosophy of Religion, 3 cr. This seminar course examines questions concerning the existence, nature and evidence for the primary and fundamental objects of religious belief. Topics may include the following: 1) Can we demonstrate God's existence? 2) Is faith irrational? 3) Can we know

anything about God? 4) Is the existence of evil evidence against the existence of God? 5) Is religion necessary for morality? Prereq.: Major or Minor in philosophy and Junior or Senior standing.
PHIL-385 Philosophy of Mind, 3 cr. This course examines the central issues and debates in philosophy of mind from both historical and contemporary perspectives. Topics covered may include theories of the mind's relation to the body (dualism, monism, functionalism, behaviorism, identity theory, eliminative materialism), theories of mental content, free will, personal identity and first-person experience, among others. Prereq.: Junior standing or consent of instructor.
PHIL-387 Seminar in Arendt, 3 cr. In this course, we will investigate the work of Hannah Arendt on politics, society and political action. Our primary questions will be what does political action require and what can it accomplish? But we will also pay careful attention to how Arendt thinks politics, because she moves with ease between theoretical abstraction and concrete political practice. Our readings will include texts on civil disobedience, the relationship between history and political theory, the meanings of power and violence, colonialism, totalitarian rule during the Third Reich and the Soviet era, and on racial prejudice as political tool. Prereq.: Consent of instructor.
PHIL-388 Philosophy of Language Seminar, 3 cr. This course focuses on language use and begins with theoretical challenges from both the analytic (Wittgenstein) and continental (Derrida) traditions in philosophy to idealized theories of language, particularly the reference theory of language as well as the idea that language is a pure and formal unity. We will explore strategies of using language to construct consensus through both syntax and semantics, generating commitment to particular and tacit understandings. We will also work on theories of metaphor and performatives to become skilled in articulating practical complexities of language use. Prereq.: Consent of instructor.
PHIL-389 Foucault Seminar, 3 cr. Michel Foucault is and will remain one of the most influential thinkers of the 20th century. His work is influential not only in philosophy, but in history, sociology, gender studies, justice studies, art, and literary theory. We will focus on the shorter works and interviews found in Dits et Écrits both because they are often easier to read than the books, and because Foucault presents his philosophical conclusions most succinctly there. Prereq.: Consent of instructor.
PHIL-390 Classical Political Theory, 3 cr. 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. Prereq: Sophomore standing or consent of instructor.
PHIL-391 Modern Political Theory, 3 cr. Study of the dilemmas of political order that compel the development of modern political philosophy and practice. The course will address the emergence of modern humanism and Machiavelli's republican vision, analyze obligation and the rule of law in the contract tradition represented by Hobbes, Locke and Rousseau, and examine ongoing conflicts between authority and freedom and power and equality that plague the 19th, 20th, and now 21st centuries. Additional readings will include works by Marx, Hegel, Wollstonecraft, J.S. Mill, Nietzsche and others. Prereq.: Sophomore standing or permission of the instructor.

PHYSICS

Paulo Acioli, Ph.D., Associate Professor, Chair
Gregory Anderson, Ph.D., Professor
Paul J. Dolan, Jr., Ph.D., Professor
Sudha Srinivas, Ph.D., Professor

Physics offers a program leading to the Bachelor of Science degree. An undergraduate minor is also available.

All 300-level courses in Physics are offered in the evening.

Students should also be aware of the University requirements for the Bachelor's degree. All students must complete a minimum of 24 semester hours at the 300 level.

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 graduate study in physics.

Courses offered at the 100 level are for non-majors, and can be used to fulfill General Education program requirements, and require minimal math preparation.

Facilities available to students include computer workstations, a BEOWULF supercomputer, a scanning tunneling microscope, a wide array of sophisticated electronic, nuclear, and optical instruments, a Mössbauer effect apparatus, a fully equipped cryogenics laboratory, a fully equipped optics laboratory including a Spiricon Laser Beam Analyzer, a vacuum laboratory, and a 14" reflecting telescope. Students are encouraged to undertake independent projects of their own choosing.

Qualified undergraduate majors and minors are eligible to apply for a limited number of tuition waivers, scholarships, and part-time jobs offered. Contact the Physics Advisor 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 Physics Advisor before their first registration.

UNDERGRADUATE PROGRAMS

Major in Physics for the Bachelors of Science Degree

*PHYS-206 University Physics I	3 cr.
PHYS-203 Physics I Laboratory	1 cr.
*PHYS-207 University Physics II	3 cr.
PHYS-204 Physics II Laboratory	1 cr.
PHYS-305 Modern Physics I	3 cr.
PHYS-306A Modern Physics II	3 cr.
PHYS-307 Modern Physics Laboratory	3 cr.
PHYS-308 Introductory Mathematical Physics	3 cr.
PHYS-311 Mechanics I	3 cr.
PHYS-321 Electricity and Magnetism I	3 cr.
PHYS-330 Intermediate Physics Lab	3 cr.
PHYS-335 Thermal Physics	3 cr.
PHYS-335 Quantum Mechanics I	3 cr.
Physics- 300 Level Electives	6 cr.
	Total 35 cr.

*An equivalent course may be substituted.

Required Mathematics Courses:

MATH-107 Calculus I	4 cr.
MATH-202 Calculus II	4 cr.
MATH-203 Calculus III	4 cr.
MATH-301 Ordinary Differential Equations	3 cr.
	Total 15 cr.

Cognate Electives

Three of the following STEM Cognate electives. These electives must be chosen from at least two different departments.

CHEM-211 Gen. Chem. I	5 cr.
CHEM-212 Gen. Chem II	4 cr.
CS-200 Programming I	3 cr.
CS-207 Programming II	3 cr.
CS-334 Open Source Systems	3 cr.
BIOL-201 General Biology I	4 cr.
BIOL-202 General Biology II	4 cr.
BIOL-301 Cell Biology	4 cr.
BIOL-311 History of Science	3 cr.
ENVI-301 Environmental Methods	4 cr.
ESCI-207 Atmosphere and Oceans	4 cr.
ESCI-211 Physical Geology	4 cr.
ESCI-306 Rocks and Minerals	4 cr.
ESCI-312 Historical Geology	4 cr.
ESCI-335 Meteorology	4 cr.
ESCI-337 Principles of Hydrology	4 cr.
MATH-243 Linear Algebra I	3 cr.
MATH-302 Ordinary Diff. Eq. II	3 cr.
MATH-303 Part. Diff. Eq.	3 cr.
MATH-304 Numerical Analysis	3 cr.
MATH-305 Probability and Statistics	3 cr.
MATH-328 Complex Variables	3 cr.
MATH-340 Computing for Mathematicians	3 cr.
	Total 9-13 cr.

Minor in Physics (20 cr. hrs.)

Required Courses:

PHYS-206 University Physics I	3 cr.
PHYS-203 Physics I Laboratory	1 cr.
PHYS-207 University Physics II or	3 cr.
PHYS-204 Physics II Laboratory	1 cr.
PHYS-305 Modern Physics I	3 cr.
PHYS-306A Modern Physics II	3 cr.
Two 300-level physics courses	6 cr.
	Total 20 cr.

COURSE OFFERINGS

PHYS-103 The Universe: Past, Present, and Future, 3 cr. An introductory-level Astronomy/Astrophysics course for non-science majors requiring no previous college-level science background. The evolution of the

universe: Big Bang creation, expansion of the universe, formation, development and properties of stars, endings of the universe; as well as the history of our understanding of the universe from the perspectives of culture, philosophy, and science. Knowledge of basic algebra skills is assumed. Prereq.: MATH-091 or Intermediate Algebra Placement.

PHYS-104 Energy, 3 cr. 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, 3 cr. 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, automobiles, toys, etc.). Knowledge of basic algebra skills is assumed. Lecture 2 hours, lab 2 hours. Prereq.: MATHDEV-092 or ACT score 24 or higher.

PHYS-201 College Physics I, 3 cr. 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. Prereq.: MATH-185. Concurrent registration in PHYS-203 strongly recommended.

PHYS-202 College Physics II, 3 cr. 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. Prereq.: PHYS-201. Concurrent registration in PHYS-204 strongly recommended.

PHYS-203 Physics I Laboratory, 1 cr. Laboratory course covering the subject matter of Physics I, and meant to be taken concurrently. Coreq.: PHYS-201 or PHYS-206.

PHYS-204 Physics II Laboratory, 1 cr. Laboratory course covering the subject matter of Physics II and meant to be taken concurrently. Coreq.: PHYS-202 or PHYS-207. Prereq.: PHYS-203.

PHYS-206 University Physics I, 3 cr. 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. Prereq.:MATH-187.Concurrent registrationinPHYS-203 strongly recommended.

PHYS-207 University Physics II, 3 cr. 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. Prereq.: PHYS-206. Concurrent registration in PHYS-204 strongly recommended.

PHYS-211 Physics I Seminar, 1 cr. Enrichment Seminar accompanying PHYS 201 or PHYS 206. Students do problem solving in collaborative groups on material derived from and supplementing University Physics I or College Physics I to gain a deeper understanding of concepts and applications. Coreq.: restricted to students taking either PHYS-201 or PHYS-206 concurrently.

PHYS-212 Physics II Seminar, 1 cr. Enrichment Seminar accompanying PHYS 202 or PHYS 207. Students do problem solving in collaborative groups on material derived from and supplementing University Physics II or College Physics II to gain a deeper understanding of concepts and applications. Coreq.: restricted to students taking either PHYS-202 or PHYS-207 concurrently.

PHYS-215 Physics III, 4 cr. 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. Prereq.: PHYS-202 or PHYS-207.

PHYS-301 Independent Study in Physics, 1 cr. Research, laboratory work, study or tutorial in a specific area of physics under faculty supervision. Prereq.: consent of department chair and College Dean.
PHYS-302 Independent Study in Physics, 2 cr. (See PHYS301 for description.)
PHYS-303 Independent Study in Physics, 3 cr. (See PHYS301 for description.)
PHYS-305 Modern Physics I, 3 cr. This course covers the advances made in the discipline of physics during the first half of the twentieth century that continue to drive the technologies we use today. Topics that will be covered include an introduction to the theory of relativity, elementary quantum theory, and its applications to atomic, molecular and nuclear physics. Prereq.: Undergraduate level PHYS 207 Minimum Grade of C or Undergraduate level PHYS 202 Minimum Grade of C.
PHYS-306A Modern Physics II, 3, cr. Modern Physics II is the second part of a two course sequence covering advances made in physics during the twentieth century. This content includes aspects of the general theory of relativity, cosmology, and applications of elementary quantum theory to atomic physics, molecular physics, nuclear physics, particle physics and condensed matter physics. Prereq.: PHYS-305.
PHYS-307 WIP: Modern Physics Laboratory, 3 cr. An introduction to intermediate experimental methods, scientific writing, and investigations which provided the experimental foundation for the major revolutions in 20th century physics. Students will perform classic modern physics experiments which demonstrate quantization in nature, wave particle duality, and the properties and interactions of fundamental particles. Students will present written results of their investigations in a variety of formats common in the discipline. Prereq.: PHYS305 and ENGL-101.
PHYS-308 Introductory Mathematical Physics, 3 cr. Vector and tensor analysis, matrices, and matrix algebra, ordinary differential equations with constant coefficients; Fourier series, introduction to complex variables. Prereq.: PHYS-207 (or PHYS-202 and MATH-203)
PHYS-309 Fortran and Numerical Analysis for Scientists, 3 cr. Introduction to the use of computers in solving scientific problems; Fortran programming is described and applied to several fundamental problems. Prereq.: MATH-202, or consent of instructor.
PHYS-311 Mechanics I, 3 cr. 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. Prereq.: PHYS-308.
PHYS-321 Electricity and Magnetism I, 3 cr. 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. Prereq.: PHYS-308.
PHYS-324 Advanced Classical Physics, 3 cr. 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. Prereq.: PHYS-311 and PHYS-321.
PHYS-330 Intermediate Physics Lab, 3 cr. 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. Prereq.: junior standing.
PHYS-331 Optics, 4 cr. 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. Lecture 2 hours, Lab 4 hours. Prereq.: PHYS-202 or PHYS-207, PHYS-204, and MATH-202.
PHYS-332 Electronics, 4 cr. 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. Prereq.: PHYS-204.

PHYS-335 Thermodynamics and Kinetic Theory, 3 cr. Thermodynamic systems; pressure and temperature; ideal gas laws; heat, work and energy; entropy; kinetic theory. Prereq.: PHYS-206 and MATH-202 or consent of instructor.

PHYS-336 Quantum Mechanics I, 3 cr. 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. Prereq.: three 300-level physics courses.

PHYS-337 Modern Physics Lab, 2 cr. 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. Prereq.: junior standing.

PHYS-338 Quantum Mechanics II, 3 cr. 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. Prereq.: PHYS-336.

PHYS-344 Introduction to Solid State Physics, 3 cr. Crystal Structure, crystal bonding, thermal properties of solids, dielectric properties, free electron model of metals, band theory of solids, magnetism, superconductivity, current applications. Prereq.: PHYS- 336.

PHYS-350 Field Experience in Physics, 3 cr. 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. Prereq.: sixteen credit hours of physics courses and consent of department.

PHYS-361 Materials I: Structural, Mechanical and Thermal Properties, 3 cr. 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. Prereq.: PHYS-215 or consent of instructor.

PHYS-362 Materials II: Electronic and Optical Properties, 3 cr. 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. Prereq.: PHYS-215 or consent of instructor.

PHYS-365 Microprocessor Electronics, 4 cr. 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. Prereq.: PHYS-332 or consent of instructor.

PHYS-366 Communication Electronics, 3 cr. 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. Prereq.: PHYS-332 or consent of instructor.

PHYS-367 Transducer and Special Purpose Electronics, 4 cr. 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 make their use possible. Sensors used include thermistors, thermopiles, microphones, solar cells, and piezoelectric/pyroelectric films. The course culminates with each student doing a major project, which may include computer interfacing to the transducers. Lecture 2 hours, Lab 4 hours. Prereq.: PHYS-332 or consent of instructor.

PHYS-369 Instrumentation Electronics, 4 cr. 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 to 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. Prereq.: PHYS-332 or consent of instructor.

PHYS-391 Astrophysics, 3 cr. An introduction to such topics in astrophysics as the formation, structure, evolution, and death of planets, stars, clusters, galaxies, the universe (Big Bang), and other esoteric objects such as black holes, neutron stars, and quasars. Significant application of physics and mathematics is assumed. Prereq.: PHYS-202 and MATH-202 or consent of instructor.

PHYS-392 Beyond The Cosmos' Creation, 3 cr. Modern theories for the development of the universe from the Planck Time through the Radiation era and Matter era, to the possible end scenarios, as well as pertinent experimental evidence; Hubble's Law; the Big Bang; the inflationary Big Bang; the evolution of the universe with time and temperature; is the universe open or closed; Dark Mass?; current developments. Prereq.: PHYS-215 and PHYS-311 or consent of instructor.

POLITICAL SCIENCE

Jeffrey S. Hill, Ph.D., Professor, Chair
William Adler, Ph.D., Assistant Professor
Sangmin Bae, Ph.D., Associate Professor
Russell Benjamin, Ph.D., Associate Professor
Ellen Cannon, Ph.D., Professor
Martyn De Bruyn, Ph.D., Associate Professor
Sophia Mihic, Ph.D., Associate Professor
Gregory Neddenriep, Ph.D., Associate Professor
Marshall Thompson, Ph.D., Associate 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.

This course fulfills the teachers' certification requirement in American government and the Human Relations requirements.
PSCI-216 American National Government 3 cr.

Students should also be aware of the University requirements for the Bachelor's degree. All students must complete a minimum of 24 semester hours at the 300 level, and 18 at the 200- or 300-level.

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: 6 cr.
PSCI-275 Introduction to World Politics
PSCI-251 WIP: Comparative Political Systems
PSCI-291 Concepts of Political Science
PSCI-216 American National Government
(These introductory courses are not open to majors in their senior year.)

PSCI-210 Introduction to Political Science 3 cr.
(PSCI-210 must be among the first four political science courses taken.)

Eight 300-level courses to be distributed among: 24 cr.
- 5 courses in one area of emphasis*
- 2 courses in a second area
- 1 course in a third area

Total 33 cr.

*The broad areas of emphasis recognized by the department are American Politics and Public Affairs; International and Comparative Politics; and Political Theory. These eight courses must be at the 300-level.

Minor in Political Science (18 cr. 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 University requires everyone to take a Writing Intensive Course (WIP) in their major. The Department regularly offers three WIP courses. These are PSCI-251-WIP: Comparative Political Systems, PSCI-344-WIP: Public Organization Theory and PSCI-392-WIP: Contemporary Political Philosophy.

The following two courses are required: One course selected from PSC-275, PSCI-291, PSCI-251 or PSCI-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. Students in the program should note that if you use PSCI-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. This applies only to students in the Elementary Education and Early Childhood Education Programs.

Minor in Public Administration (18 cr. 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 BA in Interdisciplinary Studies program, who wish to focus on governmental processes. Students who are also majoring in Political Science are discouraged from minoring in Public Administration. Instead, public administration courses can be incorporated into their major program.

Required Courses:

PSCI-216 American National Government		3 cr.
PSCI-341 Public Administration		3 cr.
At least two courses from the following		6 cr.
PSCI-325 Public Policy	3 cr.	
PSCI-344 WIP: Public Organization Theory	3 cr.	
PSCI-345 Government Budgeting	3 cr.	
PSCI-346 Public Personnel Administration	3 cr.	
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		6 cr.
		Total 18 cr.

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 for Admission to the Program:
Students must fulfill the requirements for admission to the Graduate College. (These are set out in the academic catalogue in the section "The Graduate College." Applications may be secured from the Graduate College, located in B-159).

Requirements for the Degree:
For students admitted to Master's Programs, all graduate credits must be at the 400 level, except for a limited number of 300 level courses specifically approved for graduate degree credits in a given Master's degree program. Departments may permit students to apply up to three of these 300 level courses, to a maximum of ten credit hours, to fulfill program requirements. This policy applies to all students. **Consult with your program advisor or the Graduate College for details.**

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-401 Classics of Political Science, preferably as a first course.
2. PSCI-402 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 should consult with the graduate advisor before taking their courses.

COURSE OFFERINGS

PSCI-210 Introduction to Political Science, 3 cr. 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.

PSCI-216 American National Government, 3 cr. Description and analysis of national political institutions and processes. Current issues and problems of American government.

PSCI-251 WIP: Comparative Political Systems, 3 cr. This course is an introduction to Comparative politics. In this course students will study different political systems (democracies, semi-democracies, and authoritarian regimes) by way of selective case studies. Major issues in comparative politics, such as democratization, political culture, political economy, constitutionalism, political leadership, and political parties and elections will be discussed in some detail. Even though this is not a course in American politics, comparisons with the United States will be drawn where appropriate. Prereq.: ENGL-101 minimum grade of C.

PSCI-275 Introduction to World Politics, 3 cr. 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-291 Concepts of Political Science, 3 cr. Analysis of a number of crucial political concepts, such as equality, justice, political obligation, representation, rights, and law.

PSCI-301 Independent Study in Political Science, 3 cr. Intensive investigation of a special area of political science or a contemporary political issue. Prereq.: consent of the instructor, department chair and the College Dean.

PSCI-302 Independent Study in Political Science, 2 cr. (See PSCI-301 for description.)

PSCI-303 Independent Study in Political Science, 1 cr. (See PSCI-301 for description.)

PSCI-304 Field Experience, 3 cr. 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. Prereq.: six hours in the Behavioral/Social Sciences and consent of the instructor, department chair and the College Dean.

PSCI-305 Internship I, 6 cr. (See description for PSCI-304. Hours in placement increased to 16 hours per week.)

PSCI-306 Internship II, 6 cr. (See description for PSCI-304. Hours in placement increased to 16 hours per week.)

PSCI-307 Topics in Political Science, 3 cr. Exploration at an advanced level of current issues and special concerns in political science. Consult the schedule of classes for specific topics.

PSCI-308 Research Methods and Techniques in Political Science, 3 cr. Designed for upper division majors in political science or those intending to undertake graduate study in political science, the course provides an introduction to topics and skills given more intensive and specialized consideration on the graduate

level. Topics include an introduction to the various research techniques in political science, with emphasis on developing skills necessary for graduate work in the discipline areas of concentration: development of research designs, identification of appropriate data sources, discussion of alternative methodologies, and data analysis techniques. Prereq.: PSCI-210 or PSCI-216 or PSCI-251 or PSCI-275 .

PSCI-310 Congress and the Legislative Branch, 3 cr. 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. Prereq.: PSCI-216 or consent of instructor.

PSCI-311 The American Judiciary and the Judicial Process, 3 cr. 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-216 or consent of instructor.

PSCI-312 American Presidency and the Executive Branch, 3 cr. The role of the President and the executive branch in the American governmental system. Contemporary problems of the Presidency and the bureaucracy. Prereq.: PSCI-216 or consent of instructor.

PSCI-313 State Government and Politics, 3 cr. 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. Prereq.: PSCI-216 or consent of instructor.

PSCI-315 Electoral Politics, 3 cr. 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. Prereq.:PSCI- 216 or consent of instructor.

PSCI-316 Pressure Groups: Power, Participation, and Public Policy, 3 cr. 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. Prereq.: PSCI-216 or consent of instructor.

PSCI-317 Public Opinion, Mass Media, and American Politics, 3 cr. 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. Prereq.: PSCI-216 or consent of instructor.

PSCI-319 The Politics of Law, 3 cr. 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. Prereq.: PSCI-216 or consent of instructor.

PSCI-320 Constitutional Law, 3 cr. 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-a-vis the states and the national government in protecting and restricting civil liberties. Prereq.: PSCI-216.

PSCI-322 Women and Political Influence in the 21st Century, 3 cr. This course will examine the changing influence of women both in the American and global context. Some of the questions we will examine include what does political influence mean in the 21st century and how does it motivate different women in different contexts and cultures to become politically involved? Do certain policy issues appear to

increase our influence more than others? To what extent has capitalism and global entrepreneurship impacted the influence of women. Prereq.: PSCI-216 or consent of instructor.

PSCI-323 American Ideologies, 3 cr. 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. Prereq.: PSCI-216.

PSCI-325 Public Policy, 3 cr. 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. Prereq.: PSCI-216.

PSCI-326 Educational Policy in America, 3 cr. This course examines the politics and policies of education. Education policy encompasses the basic interests and values of society. But in a pluralistic society such as the United States, there is often deep disagreement over those values. Such is the case with education. This course will focus on struggle with an aim to demonstrate that educational policy is never really about education per se but about politics and struggle over specific interests. Prereq.: PSCI-216.

PSCI-327 Government and Economy, 3 cr. 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. Prereq.: PSCI-216.

PSCI-328 Politics of Poverty, 3 cr. This course examines poverty within the context of the American political system. In particular, it examines public policymaking and public policies in regard to poverty, and the historical and political factors that have impacted upon poverty in this nation. This course also includes an examination of theories that have influenced government policies regarding the poor. Finally, it examines recent changes in poverty programs, a discussion of possible alternatives to these programs, and policies regarding payday loans and similar financial practices that impact the working poor. Prereq: PSCI-216.

PSCI-329 Minority Politics in the U.S., 3 cr. course provides an exploration of the politics of various minority groups in the United States. In a society that is becoming increasingly diverse, it is essential that students gain an appreciation of ethnic, racial, and gender groups in their society. While the course touches upon many groups, the primary focus is upon African Americans, Latinos, and women. Prereq: PSCI-216.

PSCI-330 African American Politics and Social Change, 3 cr. This course will familiarize students with the political challenges of and strategies employed by African Americans in the United States. The course examines the impacts of these attempts at social and political change. A critical issue is the extent to which black Americans have gained democracy in American society. Additionally, internal black political issues are examined. Further, the American political system itself is examined as part of the global political community. Prereq: PSCI-216.

PSCI-331 Latinos and Public Policy, 3cr. This course explores the social, economic and political status of Latinos through a public policy lens. Its goal is to provide a basic understanding of public policies on key issues impacting Latino communities. The course provides a brief history of various Latino populations in the U.S. Most significantly, it provides basic foundations for understanding what public policy is, how it is made, how it affects Latino communities, and how it can be impacted to effect positive change for Latinos. Prereq.: PSCI-216 or consent of instructor.

PSCI-332 Latinos and the Law, 3 cr. This course critically examines legal topics related to Latinas/os in American society. Students will read and discuss landmark court decisions, law review articles, and chapters from interdisciplinary texts in order to analyze legal doctrines, litigation strategies and the socio-political context in which these legal matters occur. After an initial introductory unit that is heavily historical, we will place a strong emphasis on significant social, political and legal events from the 1940s to the present. Prereq.: PSCI216 or consent of instructor.

PSCI-333 Immigration, Ethnicity, and Citizenship, 3 cr. This course is an introduction to the most important political and academic debates surrounding the topic of immigration: How are citizenship and nationhood defined? What is the relationship between ethnicity and citizenship? What comprises our national and ethnic identity? How do our perceptions of citizenship, nationhood, and ethnicity influence each other as well as our outlook on immigration? What are current immigration policies and immigration policy debates in the U.S. and elsewhere? In addressing these questions, this course will explore five major themes: immigration, identity, ethnicity, (trans)nationalism, and citizenship. Prereq.: PSCI-216 or consent of instructor.
PSCI-334 Intergovernmental Relations, 3 cr. 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. Prereq.: PSCI-216.
PSCI-335 Urban Politics, 3 cr. 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. Prereq.: PSCI-216.
PSCI-336 Urban Government Administration, 3 cr. 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. Prereq.: PSCI-216.
PSCI-338 Chicago Politics, 3 cr. 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. Prereq.: PSCI-216.
PSCI-339 Laboratory in Urban Politics, 3 cr. First- hand observation of urban governmental organization, political parties, and politically active citizen groups; written and oral reports and class discussion of field observations. Prereq.: PSCI-216.
PSCI-341 Public Administration, 3 cr. 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-441. Prereq.: PSCI-216.
PSCI-344 WIP: Public Organization Theory, 3 cr. 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. Prereq.: PSCI-216.
PSCI-345 Government Budgeting, 3 cr. 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. Prereq.: PSCI-216.
PSCI-346 Public Personnel Administration, 3 cr. 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. Prereq.: PSCI-216.
PSCI-347 Disaster Policy & Politics, 3 cr. This course focuses on the evolution of U.S. disaster policy and the practice of emergency management, with particular attention to the roles of local governments, public agencies, and nonprofit agencies in disaster management. The course examines the major policy issues, including the utility of the "all-hazards" model of emergency management; the role of all first responders in disaster operations (police, firefighters, physicians, and medical emergency personnel); military, state and local capacity building; and the design and implementation of hazard mitigation policies and

programs. Particular attention will be given to nuclear waste leaks, chemical biological and nuclear attacks, and urban wildfires. Prereq.: PSCI-216.

PSCI-348 Topics in Public Administration, 3 cr. Exploration at an advanced level of current issues and special concerns in public administration. Prereq.: PSCI-216.

PSCI-350 International Relations in Asia, 3 cr. 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. Prereq.: PSCI-210 or PSCI-251 or PSCI-275.

PSCI-351 Government and Politics of Japan, 3 cr. 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. Prereq.: PSCI-210 or PSCI-251 or PSCI-275.

PSCI-353 Government and Politics of China, 3 cr. The structure and activities of the Chinese Communist party and state communist outlook; ideologies and significant internal and foreign problems. Prereq.: PSCI-210 or PSCI-251 or PSCI-275.

PSCI-354 Islamic Civilization: Government & Politics, 3 cr. Islam is not only one of the major religions of the world but also a political Ideology claiming nearly one billion adherent~ about one-fourth of the entire world population. Its impact on the world within the last 1400 years is so powerful that one cannot study History, Religion, Culture, Politics, Economics and Civilizations without correctly understanding Islam not only as a Religion but also as a force affecting world events. Prereq.: PSCI-210 or PSCI-251 or PSCI-275.

PSCI-355 The Politics of Islam, 3 cr. 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. Prereq.: PSCI210 or PSCI-251 or PSCI-275.

PSCI-357 Politics of the European Union, 3 cr. Politics of the European Union is an introduction to the history, the institutions, and the policies of the European Union. Students will discuss topics ranging from theories of integration to economic and social policy and issues of democracy in the EU. Students are required to participate in an EU simulation in which they take on an alter ego and learn firsthand how to negotiate through the complex system of EU decision making. The prerequisite for this class is PSCI 210 (Introduction to Political Science) or PSCI 251 (Comparative Political Systems) or PSCI 275 (Introduction to World Politics).

PSCI-358 Modern European Governments, 3 cr. Comparative study of the politics and governments of several major European nations. Prereq.: PSCI-210 or PSCI-251 or PSCI-275.

PSCI-360 Politics of Sub-Saharan Africa, 3 cr. 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. Prereq.: PSCI-210 or PSCI-251 or PSCI-275.

PSCI-363 Politics of the Middle East, 3 cr. 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. Prereq.: PSCI-210 or PSCI-251 or PSCI-275.

PSCI-364 Islamic Civilization: Political Ideology and Theory, 3 cr. This course will provide an in-depth view of Islamic Civilization, it's development, it's rich heritage, and its effects on the social and political life of societies in several parts of the world. Prereq.: PSCI-210 or PSCI-251 or PSCI-275.

PSCI-365 Politics and Government of Mexico, Central America, and the Caribbean, 3 cr. 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. Prereq.: PSCI-210 or PSCI-251 or PSCI-275.

PSCI-366 Politics and Governments of South America, 3 cr. Examination of the various political systems on the continent of South America with comparisons of social and political institutions of the various countries. Prereq.: PSCI-210 or PSCI-251 or PSCI-275.

PSCI-367 Government and Politics of South and North Korea, 3 cr. Based on a comparative perspective, this course will focus on the two Koreans' political, economic, military, social, educational and cultural developments since the end of the Second World War in 1945. The two Koreans have had different ideologies and different political systems and both of them, like China and Taiwan, have played and will play an extremely important role in the security of the Asian-Pacific Rim. In other words, whether or not the peace in Asia can be maintained depends on the political wisdom of the top leaders in North and South Korea and in the United States. Prereq.: PSCI-210 or PSCI-251 or PSCI-275.
PSCI-368 The Politics of the Soviet and Post-Soviet World, 3 cr. 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. Prereq.: PSCI-210 or PSCI-251 or PSCI-275.
PSCI-369 Russia in International Politics, 3 cr. 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. Prereq.: PSCI-210 or PSCI-251 or PSCI-275.
PSCI-371 Canadian Government and Politics, 3 cr. 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. Prereq.: PSCI-210 or PSCI-251 or PSCI-275.
PSCI-372 Democracy, Responsiveness, and Accountability, 3 cr. In recent decades the number of countries that select their rulers through competitive elections has increased sharply. The performance of many of these regimes, however, raises serious doubts about the extent to which elections guarantee a close correspondence between citizen preferences and policy outputs. This class explores the practical implications of ideals like responsiveness and accountability for elected and appointed officials, and how these operate in conjunction with separation of powers, judiciaries, party discipline, pressure from international actors, as well as more base incentives, such as personal ambition and corruption. Prereq.: PSCI 210, PSCI 251, or PSCI 275.
PSCI-373 Gender and Politics, 3 cr. 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. Prereq.: PSCI-210 or PSCI-251 or PSCI-275 or WSP-101.
PSCI-375 Contemporary International Relations, 3 cr. Basic principles and problems; emphasis on contemporary issues in international political life. Prereq.: PSCI-210 or PSCI-251 or PSCI-275.
PSCI-376 Principles of International Relations, 3 cr. Content and method of studying international relations; classical and behavioral approaches. Prereq.: PSCI-210 or PSCI251 or PSCI-275.
PSCI-377 International Organizations: Theory and Practice, 3 cr. Evolution of existing theories in the area of worldwide and region-wide cooperation among sovereign states. Survey of writings of recognized scholars, as well as commentaries. Prereq.: PSCI-210 or PSCI-251 or PSCI-275.
PSCI-378 International Political Economy, 3 cr. This course provides a study of the structure and development of the global political economy. To this end, the course will cover topics including: the structure of the international system, historical and present globalization, international trade policies, exchange-rate policies, and domestic and international institutions. The course is designed to stress theory, in addition to key events and developments in the world economy. We will explore theoretical and substantive explanations found in the international system as well as those found within domestic political-economies. Prereq.: PSCI 210, PSCI 251, or PSCI 275.
PSCI-379 War and Peace, 3 cr. War as a social institution; causes of war and the conditions of peace; prospects and proposals for a peaceful world order. Prereq.: PSCI-210 or PSCI-251 or PSCI-275.

PSCI-380 International Law, 3 cr. 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. Prereq.: PSCI-210 or PSCI-251 or PSCI-275.
PSCI-381 International Terrorism, 3 cr. 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. Prereq.: PSCI-210 or PSCI-251 or PSCI-275.
PSCI-383 United States Foreign Policy Since World War II, 3 cr. 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. Prereq.: PSCI-210 or PSCI-251 or PSCI-275.
PSCI-384 United States and the World Economy, 3 cr. 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. Prereq.: PSCI-210 or PSCI-251 or PSCI-275.
PSCI 386 Globalization and Politics, 3 cr. This course provides a conceptual foundation for understanding the intensifying global system and its impacts on politics, economics, cultures, and transnational relations. In particular, the course explores the effects of economic globalization – and political responses to economic globalization – in nations of Latin America, Africa, and Asia; examines the roles and possible reforms of major global financial institutions; extends analysis to the cultural and ideological aspects of globalization; and assesses prospects for transnational cooperation on human rights and for expanded global governance and citizenship. Prereq.: PSCI 210, PSCI 251, or PSCI 275.
PSCI-388 International Relations of the Middle East, 3 cr. 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. Prereq.: PSCI-210 or PSCI-251 or PSCI-275.
PSCI-390 Classical Political Theory, 3 cr. 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. Prereq.: Sophomore standing or higher.
PSCI-391 Modern Political Theory, 3 cr. 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. Prereq.: Sophomore standing or higher.
PSCI-392 WIP: Contemporary Political Philosophy, 3 cr. 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. Prereq.: Sophomore standing or higher and ENGL-101.
PSCI-393 Contemporary Political Analysis, 3 cr. Analysis of behavioralism, decision-making theories, quantitative approaches to politics, structural-functionalism, systems theory, game theory, political development theory, and interest group theory. Prereq.: PSCI-291 or consent of instructor.
PSCI-394 Selected Political Theorists, 3 cr. 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. Prereq.: Sophomore standing or higher.
PSCI-395 Early American Political Thought, 3 cr. 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. Prereq.: Sophomore standing or higher.

PSCI-397 African Political Thought, 3 cr. 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. Prereq.: Sophomore standing or higher.

PSCI-398 Law and Social Change, 3 cr. 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. Prereq.: PSCI-216 or consent of instructor.

PSCI-399 Pro-Seminar in Political Theory, 3 cr. In-depth reading and discussion of concepts and modes of analysis relevant to political theory. Consult the Schedule of Classes for topics. Prereq.: Sophomore standing or higher.

PSCI-401 Classics of Political Science, 3 cr. 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. Prereq.: graduate standing.

PSCI-402 Research Methods in Political Science, 3 cr. Introduction to the various techniques in political science with emphasis on developing skills necessary for graduate work in the department. Areas of concentration: development of research designs, identification of appropriate data sources, discussion of alternative methodologies, data analysis techniques. Prereq.: graduate standing.

PSCI-404 Thesis Seminar—Political Science, 6 cr. Guided research and preparation of the thesis required for the Master of Arts degree in Political Science. Prereq.: master's degree candidacy in political science and consent of the instructor, department chair and the College Dean.

PSCI-405 Independent Study in Political Science, 3 cr. Research and investigation into special topics and preparation for a research paper(s) under individual faculty guidance. Prereq.: graduate standing and consent of the instructor, department chair and the College Dean.

PSCI-406 Independent Study in Political Science, 2 cr. (See PSCI-405 for description.)

PSCI-407 Independent Study in Political Science, 1 cr. (See PSCI-405 for description.)

PSCI-408 Graduate Internship, 3 cr. 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) Prereq.: graduate standing and consent of the instructor, department chair and the College Dean.

PSCI-411 Readings in Current Political Issues, 3 cr. 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. Prereq.: graduate standing.

PSCI-412 American Political Elites, 3 cr. 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. Prereq.: graduate standing.

PSCI-417 Seminar in Political Behavior, 3 cr. 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; writing and presentation of seminar papers. Prereq.: graduate standing.

PSCI-420 Religion and Politics in America, 3 cr. This course investigates the religious factor in American political life by examining the historical and contemporary effect of religion on political culture, political coalitions, individual political behavior, and public policy. The perspectives of the American founders on

the relationship between church and state and the religion clauses in Article VI and the First Amendment will be assessed. We will also look at the major Supreme Court decisions on the meaning of the establishment clause and free exercise clauses in the US Constitution. We will examine the role of the courts in refereeing conflicts over religion in America. Prereq.: graduate standing.

PSCI-421 Congress and the Bureaucracy, 3 cr. In this seminar, we will focus on sub governments in the United States--that is, the administrative agencies, congressional committees, and interest groups associated with a particular policy area. In particular, we will examine the nature of the relationship between congress and regulatory agencies, what congress intended various agencies to do, and whether these agencies generally meet or fail to meet the expectations of
congress. We will examine how a bill becomes a law, and then what happens to that law afterwards. Prereq.: graduate standing.

PSCI-424 Law and Equality, 3 cr. The class explores how the United States Supreme Court interprets and applies the Equal Protection Clause of the 14th Amendment in situations where a statute or policy contains a classification based race, gender, or sexual orientation. In conjunction with this emphasis on the Court's jurisprudence, other readings will focus on the philosophical underpinnings of the Court's decisions, disparities in power and privilege contained in the law, and personal accounts that detail how the human experience is affected by these disparities. The final segment of the course considers whether the law can be used as a vehicle for social change, and how courts have approached legislative remedies designed to redress past discrimination. Prereq.: graduate standing.

PSCI-427 Seminar in American Policy-Making Process, 3 cr. 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. Prereq.: graduate standing.

PSCI-437 Seminar in Urban Politics, 3 cr. 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. Prereq.: graduate standing.

PSCI-439 Minority Economic Development, 3 cr. This course investigates political and social factors related to the economic development of minority groups in the United States. The demise of legalized segregation has meant racial and ethnic minorities no longer face official barriers to economic success. However, most minority groups (particularly black Americans and Latinos) continue to have lower levels of overall employment, income, and wealth than do whites. This course investigates political and social phenomena contributing to these patterns, as well as efforts by minority groups, supportive whites, and government actors in addressing minority economic issues. There is a particular interest in minority entrepreneurship and employment issues. Prereq.: graduate standing.

PSCI-440 Research Methods in Public Administration, 3 cr. Research techniques in the study of public administration. Methods taught will include techniques utilized by both political scientists and public administrators: case studies, decision-making analysis, cost-benefit analysis, and others. Prereq.: graduate standing.

PSCI-441 History and Literature of Public Administration, 3 cr. 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. Prereq.: graduate standing.

PSCI-442 Public Bureaucracies, 3 cr. 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. Prereq.: graduate standing.

PSCI-444 Comparative Public Administration, 3 cr. 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. Prereq.: graduate standing.
PSCI-446 Homeland Security: Policies, Politics and Administration, 3 cr. In the wake of the events of September 11, 2001, America has struggled to both re-write its understanding of "security" within its borders and to reorganize its resources committed to maintaining "security". This course is designed to explore the revamping of the bureaucracy responsible for "homeland security," and the impact on the population of the sense of uncertainty within borders. Students will examine the impact of these developments on state and local resources committed to "security" in communities, evaluating the strengths and weaknesses of the new "homeland security" efforts on the national, state, and city levels. Prereq.: graduate standing.
PSCI-447 Seminar in Public Policy Analysis, 3 cr. 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. Prereq.: graduate standing.
PSCI-460 Comparative Democratic Institutions, 3 cr. This course develops an understanding of the relationships between citizens' underlying interests and values and the policy output produced in democratic countries. We will explore the ramifications of different constitutional designs and electoral systems for the provision of representation. Furthermore, we will examine: the development of policy preferences, citizens' issuing of mandates, government responsiveness, and the ability of citizens to hold governments to account. The operation of bureaucracies as well as nominally independent arms of government, such as central banks, will also be considered. Prereq.: graduate standing.
PSCI- 465 Seminar in African Politics, 3 cr. An examination of crucial problems in African politics with particular emphasis on modernization and creating political order. Research will focus on political participation, political institutions, national integration, ideology, the strains of modernization, the role of the military. Prereq.: graduate standing.
PSCI-467 Seminar in Comparative Politics, 3 cr. 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. Prereq.: graduate standing.
PSCI-469 Democratization and Capitalism in the 21st Century, 3 cr. To understand the "third wave" democratization in the late 20th century, this course engages theories about the causes, meanings, and challenges of "democracy", including its complex relationships with capitalism. What were the roles of elites, classes, and social movements in recent democratic transitions, what types of systems emerged, what conditions can cause "de-democratization," and how does the post-Cold War hegemony of market capitalism affect the prospects for sustaining and deepening democracy in the early 2ist century? Prereq.: graduate standing.
PSCI-473 Seminar in International Relations, 3 cr. 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. Prereq.: graduate standing.
PSCI-475 Seminar in the Behavioral Aspects of International Relations, 3 cr. 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. Prereq.: graduate standing.

PSCI-476 Unified Germany in Changing Europe, 3 cr. The course will review the historical background of post-WW II Germany; the reunification process (its problems and potentials); and the role of the "new" Germany in the "new Europe." Still politically and economically dominant in Europe, the question to be explored is whether Germany's future complements or competes with attempts to bring all of Europe together. Prereq.: graduate standing.
PSCI-477 Political Integration in Western Europe, 3 cr. 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. Prereq.: graduate standing.
PSCI-478 EU - US Transatlantic Relations, 3 cr. Relations between the United States and Europe have been challenged frequently during the post-WWII era. These challenges have become more significant after September 11, 2001. The sympathy for the United States directly after the terrorists attacks quickly dissolved over Iraq. Europe itself was divided between supporters of the United States (UK, Spain, Italy, Poland) and opponents (Germany, France, Belgium). The severe strain in diplomatic relations did, however, little harm to the important trade relations. While differences in values between Americans and Europeans should not be marginalized, shared values significantly outnumber values that divide them. This course discusses the continued challenges in the transatlantic relationship. Prereq.: graduate standing.
PSCI-479 International Politics of East Asia, 3 cr. This course is designed for graduate students interested in international relations in East Asia. It examines the political, economic, and social challenges facing East Asian countries from a comparative perspective. The emphasis will be on theories that inform our understanding of international affairs and foreign policy decision-making, as each is related to East Asia, the military security and economic issues in international relations, though we will also study the domestic conditions driving those relations. Major themes include defense and security, trade and development, and human rights. This course is not aimed to survey a general history of these countries but to discuss major issues and challenges associated with their political, economic, and social change and development. Prereq.: graduate standing.
PSCI-481 International Human Rights, 3 cr. Human rights issues have been central to many of the top international news stories in recent years, including "ethnic cleansing" in Bosnia and Kosovo, genocide in Rwanda, self-determination in East Timor and Tibet, and humanitarian intervention in Somalia and Sudan (and in Afghanistan and Iraq, more controversially). The way in which the international community has responded to each of these examples demonstrates the complex relationship between state sovereignty and the promotion of universal human rights. Looking at human rights in both comparative and international perspectives, we will discuss the philosophical and political bases for the international human rights movement and probe the ongoing debate over universality and culture relativism. Prereq.: graduate standing.
PSCI-483 International Political Economy, 3 cr. This course will simultaneously provide students with a broad and deep overview of international economic relations. We will draw from the literature in international relations, comparative politics, and economics to develop an understanding of international political economy. We will examine the interaction between disparate national economies, national politics, and the international system writ large. Prereq.: graduate standing.
PSCI-491 Seminar on the Work of Hannah Arendt, 3 cr. This course investigates the work of Hannah Arendt on politics, society and political action, and provides an introduction to public realm theory that will work toward mastery of Arendt's understanding of politics as, in Latin, the res publica, the public thing." Our primary questions will be what does political action require and what can it accomplish? Our readings will include texts on civil disobedience, the relationship between history and political theory, the meanings of power and violence, colonialism, totalitarian rule during the Third Reich and the Soviet era, and on racial prejudice as political problem, and as political tool. Prereq.: graduate standing.

PSCI-497 Seminar in Selected Problems in Political Theory, 3 cr. 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. Prereq.: graduate standing.

PSYCHOLOGY

Saba Ayman-Nolley, Ph.D., Professor, Chair
Ruth Church, Ph.D., Professor
Amanda Dykema-Engblade, Ph.D., Associate Professor
Maureen Wang Erber, Ph.D., Professor
David Farmer, Ph.D., Associate Professor
Lisa Hollis-Sawyer, Ph.D., Associate Professor
Christopher Merchant, Ph.D., Assistant Professor
Linda M. Rueckert, Ph.D., Professor
Shannon Saszik, Ph.D., Assistant Professor
Therese Schuepfer, Ph.D., Professor
Masami Takahashi, Ph.D., Professor

Psychology is the science that deals with the brain and 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, as well as a certificate option in Gerontology. In 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 have the option of participating in the 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.

Students should also be aware of the University requirements for the Bachelor's degree. All students must complete a minimum of 24 semester hours at the 300 level.

UNDERGRADUATE PROGRAMS
Major in Psychology for the Bachelor of Arts Degree

Required Courses:

PSYC-200 General Psychology	4 cr.
PSYC-202 Statistics and Research Methods I	3 cr.
PSYC-302 Statistics and Research Methods II	3 cr.
Select one of the following	3 cr.
PSYC-308 Laboratory, Research Methods: Tests and Measurements	
PSYC-316 Laboratory, Research Methods: Child Development	
PSYC-331 Laboratory, Research Methods: Personality	
PSYC-341 Laboratory, Research Methods: Clinical	
PSYC-351 Laboratory, Research Methods: Physiological Psychology	
PSYC-361 Laboratory, Research Methods: Social Psychology	
PSYC-374 Laboratory, Research Methods: Perception and Cognition	
Select one course from each of the following three categories	9 cr.
A. PSYC-350 Physiological Psychology, or	
PSYC-370 Theories of Learning, or	
PSYC-373 Human Perception, or	
PSYC-375 Cognitive Psychology	
B. PSYC-330 Psychology of Personality, or	
PSYC-340 Abnormal Psychology	
C. PSYC-310 Developmental Psychology, or	
PSYC-360 Social Psychology	
Two electives in psychology	6 cr.
(200 or 300 level, up to one 200 level may be used)	
Senior Capstone Project (proposed in advance with assistance from your faculty advisor and approved by department chairperson)	3 cr.
	Total 30-31 cr.

NOTES: Psychology courses used as electives within 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 cr. hrs.)
Required Courses:

PSYC-200 General Psychology	4 cr.
PSYC-202 Statistics and Research Methods I	3 cr.

Select one course from each of the following three categories 9 cr.

A. PSYC-350 Physiological Psychology, or
   PSYC-370 Theories of Learning, or
   PSYC-373 Human Perception, or
   PSYC-375 Cognitive Psychology
B. PSYC-330 Psychology of Personality, or
   PSYC-340 Abnormal Psychology
   PSYC-310 Developmental Psychology, or
   PSYC-360 Social Psychology

One elective in psychology 3 cr.
(200 or 300 level)

(See "Notes" above for additional information about earning a minor in psychology.)

Minor in Gerontology (18 cr. hrs.)
The minor in gerontology is designed to provide a broad, interdisciplinary introduction to various aspects of aging, and to prepare students to become professionals in aging-related fields. The minor consists of a core classroom component (12 credit hours), the field component (3 credit hours), and the interdisciplinary component (3 credit hours).

Required Courses:

PSYC-301 Research Methods in the Social Sciences	3 cr.
PSYC-324 Geropsychology	3 cr.
PSYC-325 Psychosocial Development and Aging	3 cr.
PSYC-328 Seminar in Aging	3 cr.
PSYC-391 Field Experience in Psychology	3 cr.

One interdisciplinary elective course from the department's approved list .....3 cr.

* Gerontology minors who are also Psychology Majors and therefore are taking PSYC 202 and PSYC 302 may substitute another gerontology or related course in place of the minor required PSYC 301 Research Methods course, upon approval by the department chair.

(See "Notes" above for additional information about earning a minor in gerontology)

FIELD EXPERIENCE
Academic credit may be earned through relevant work at field sites such as human service agencies, community organizations, schools, and business. The experience may include direct work with clients, case management, observation, outreach, tutoring, program evaluation and development, or research. The Field Experience program serves to integrate theoretical concepts with practical experience. Training is jointly supervised by a field supervisor on site and a faculty member on campus. Information about 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 is a multidisciplinary degree intended to provide both breadth and depth in the study of aging. The required portion of the 36 credit program consists of three parts: The classroom component consists of seven required courses (21 credits), the experiential component consists of an internship (3 credits) and the capstone component involves a thesis (3 credits). In addition to the internship, a practicum is required for those students who do not have prior experience in the field. The thesis may be in basic or applied research or may be a theoretical integration of a topic area.

The combination of required and elective courses prepares graduates to assume positions of responsibility in direct service, administration, social policy, and research with, or on behalf of, older people.

By design the program is part-time, with courses offered in the evening and Saturdays. A student may complete all but the thesis in three academic years by enrolling in one course in the first semester and two courses each semester thereafter. The thesis is the final course and is usually taken after all classroom work is completed.

Requirements for Admission to the Program:
Students must fulfill the general admission requirements of the Graduate College at Northeastern Illinois University.

Students seeking admission to the M.A. in Gerontology program must have completed 15 undergraduate credits in the social sciences (anthropology, psychology, political science, sociology, etc.) In addition, applicants must have completed one (3 credit) course in statistics. If applicants meet all other requirements, the statistics requirement may be fulfilled after conditional admission to the Program. In this case they will be expected to complete an undergraduate course in statistics before being allowed to enter PSYC-408 Research Methods and before filing for degree candidacy. The undergraduate statistics course does not count toward the 36 hours for the M.A. degree.

Requirements for the Degree:
For students admitted to Master's programs prior to the Fall 1997 semester, the majority of courses applied to the Master's degree must be 400-level; a limited number of appropriate 300-level courses are applicable.

Required Courses:

PSYC-401 Gerontology: An Overview	3 cr.
PSYC-402 Developmental Processes in Later Life	3 cr.
PSYC-403 Developmental Processes in Aging: Physical Aspects	3 cr.
PSYC-408 Research Methods in Gerontology	3 cr.
PSYC-418 Public Policy and Aging	3 cr.
PSYC-426 Values, Decision-Making and the Elderly	3 cr.
PSYC-420 Seminar in Proposal Writing	3 cr.
	Total 21 cr.

Required Field Experience **6 cr.**

For those without previous experience in the field

PSYC-415 Practicum	3 cr.
PSYC-416 Internship	3 cr.

For those with demonstrated experience

PSYC-416 Internship	3 cr.
	Total 3-6 cr.

Required Capstone Experience:

PSYC-422 Thesis Seminar	3 cr.
	Total 3 cr.

Elective Courses:

These electives may be courses from within the PSYC curriculum or other departments such as Counseling, Political Science, Human Resource Development or Business and Management. See faculty advisor for listing of approved electives.

Total 6-9 cr.

New 1-year Gerontology Certificate

This Certificate in Gerontology entails a total 12 credit hours and can be completed in one academic year (Fall-Summer):

Core Courses (9 credit hours total):

PSYC-AGED 401 Gerontology: An Overview	3 cr.
PSYC-AGED 402 Developmental Processes in Later Life	3 cr.
PSYC-AGED 415 Practicum in Gerontology	3 cr.

(if waived, a graduate-level elective course can be taken as replacement (approved by gerontology program coordinator))

Choose 1 of 3 (3 credit hours total):

PSYC-AGED 403 Physiology of Aging	3 cr.
PSYC-AGED 418 Public Policy and Aging	3 cr.
PSYC-AGED 426 Values, Decision Making, and the Elderly	3 cr.
	Total 12 cr.

M.A. in Gerontology:

New non-Thesis Graduation Option

Beginning Spring 2010, the M.A. in Gerontology program will offer the choice of a two-part comprehensive exam (i.e., (1) written multiple-essay comprehensive exam and (2) fully-developed research proposal) in lieu of completing a full thesis. Students will be required to do an oral presentation ("defense") of their research proposal. This non-Thesis option achieves the goals of the program and the gerontology field in training knowledgeable and competent researchers and practitioners.

COURSE OFFERINGS

PSYC-100 Survey of Psychology, 3 cr. An introduction to the study of psychology as a dynamic and changing system of interrelated and interacting areas.

PSYC-110 Life Span Development, 3 cr. 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-200 General Psychology, 4 cr. 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. Prereq.: Reading placement score of 5 or appropriate READ course(s). \
PSYC-202 WIP: Statistics and Research Methods I, 3 cr. 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. This is a Writing Intensive course. Prereq.: PSYC-200 minimum grade of C and ENGL-101 minimum grade of C; and NEIU Math Placement Result 30 or MATH-092 or higher minimum grade of C.
PSYC-210 Parenting, 3 cr. Parenting integrates concepts, data, and methods from child development, learning theory, and applied behavior analysis and utilizes them in the context of a positive parenting philosophy to advance normal child skills development.
PSYC-215 Child Psychology, 3 cr. Basic theories, concepts, principles, and research data concerning the physical, intellectual, emotional, and social aspects of development in children.
PSYC-300 Special Topics in Psychology, 3 cr. Special and timely topics in psychology. Discussion, reading, and/or library research. Consult the Schedule of Classes for specific topics. Prereq.: PSYC-200.
PSYC-301 Research in the Social Sciences, 3 cr. This course is intended to give students the knowledge and skills necessary to interpret research literature in the social sciences and to write a focused literature review in correct APA style. It will cover the conceptual basis of descriptive and inferential statistics and the basic theoretical premises underlying the scientific method and sound research design. The emphasis will be on interpretation rather than computation and will use both textbook examples and actual journal articles as focal points for instruction.
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. Prereq.: PSYC 202 and ENG 102. Majors only.
PSYC-303 Advanced Statistics, 3 cr. An extension of concepts covered in the introductory statistics course (PSYC302): advanced correlation techniques, analysis of variance, and sampling statistics. Prereq.: PSYC-302.
PSYC-307 Psychological Tests and Measurements, 3 cr. 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. Prereq.: PSYC-202.
PSYC-308 Laboratory: Research Methods in Tests and Measurements, 3 cr. Development, construction, scoring, standardization, determination of reliability and validity of simple tests in psychology. Prereq.: PSYC-302.
PSYC-310 Developmental Psychology, 3 cr. 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. Prereq.: PSYC-202.
PSYC-311 Psychosexual Development, 3 cr. 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. Prereq.: PSYC-200.

PSYC-312 Psychological Development in Women, 3 cr. Psychological development and identity formation in women with emphasis on personality, psychosexual, and cognitive development. Prereq.: PSYC-100 or 200.

PSYC-314 Psychology of the African American Family, 3 cr. The purpose of this course is for students to gain an understanding of how African American families have evolved in America. The experiences of slavery and racism have influenced the development of African American families and the social policies and practices toward them. These have resulted in the proliferation of myths and perceptions of African American families that often emphasize the negative end results of years of discrimination. The goal of this course is to examine the history of African American families, research performed on African American families, issues facing African American families, and interventions offered to African American families. Prereq.: This course is open to all psychology majors. The prerequisite for this class is AFAM-200 for all other students.

PSYC-315 Advanced Child Psychology, 3 cr. 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. Prereq.: PSYC-215 or 310.

PSYC-316 Laboratory, Research Methods in Psychology: Child Development, 3 cr. Examination and application of research techniques and methods used in child and developmental psychology. Students will collect, analyze, interpret, and present research data. Prereq.: PSYC 302 (and PSYC-215 or PSYC-310).

PSYC-317 Latino Psychology: Mental Health and the Latino Experience in the USA, 3 cr. This course is designed to explore and understand the multiplicity of factors (biological, psychological, environmental and cultural) that impact and shape the mental health of different Latino groups living in the USA. Immigration, stereotyping, discrimination and prejudice are key topics in determining how Latinos view themselves in American culture. Prereq.: PSYC 200.

PSYC-318 Psychopathology of Childhood, 3 cr. Study of the dynamics of pre-adolescent neurotic disturbances. Prereq.: PSYC-215 or 310.

PSYC-319 Child Development in Cross-Cultural Perspective, 3 cr. 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. Prereq.: PSYC-215 or 310.

PSYC-320 Adolescent Psychology, 3 cr. Nature of adolescent development and adjustment: physical, intellectual, emotional, and social aspects. Prereq.: PSYC-100 or 200.

PSYC-322 Emotional Disturbances of Adolescence, 3 cr. Study of the psychological dynamics and of the problems and conflicts which the adolescent may experience during this distinct phase of his/her life. Prereq.: PSYC-320 or 310.

PSYC-324 Geropsychology, 3 cr. This course will introduce students to the study of aging and the profession of gerontology. The course focuses on the physical, psychological, social and cognitive aspects of aging from a number of disciplinary perspectives. Micro (individual's process of aging) as well as macro (societal) issues of an aging population will be examined. The course will also introduce students to a number of controversies and debates in gerontology, many of which have implications for social policy. Prereq.: PSYC-100 or PSYC-110 or PSYC 200.

PSYC-325 Psychosocial Development and Aging, 3 cr. Exploration of behavioral development and of the influence of social and environmental factors on the psychosocial development throughout the life span. Prereq.:PSYC-324 or PSYC-310.

PSYC-328 Seminar in Aging, 3 cr. 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. Prereq.: PSYC-324.

PSYC-330 Psychology of Personality, 3 cr. Contemporary theories of personality development and personality dynamics, and definitions of the healthy personality. Prereq.: PSYC-202.

PSYC-331 Laboratory, Research Methods in Psychology: Personality, 3 cr. Research methods used in the study of "personality." Collection, analysis and interpretation of research data, and reporting results. Prereq.: PSYC 302 and 330 or 340.
PSYC-340 Abnormal Psychology, 3 cr. Overview of psychopathology; similarities and differences between "normal" and "abnormal groups. Prereq.: PSYC-202.
PSYC-341 Laboratory, Research Methods in Psychology: Clinical, 3 cr. Application of the techniques learned in the Statistics and Research Methods courses to actual research topics in the clinical field of psychology. The format is one hour of lecture and four hours of laboratory, in which students actually collect and analyze data. Fulfills department major lab requirement. Prereq.: PSYC-302 (and 330 or 340).
PSYC-345 Theory and Methods of Individual Therapy, 3 cr. Overview of various approaches to psychotherapy. Prereq.: PSYC-330 or 340.
PSYC-346 Introduction to Group Psychotherapy, 3 cr. Study and application of the underlying principles of several approaches to group processes; e.g., T-groups, growth (Rogerian) groups, rational-emotive groups, Gestalt groups, T.A. groups. Prereq.: PSYC-330 or 340.
PSYC-350 Physiological Psychology, 3 cr. Lectures on physiological research techniques; ablation, lesioning, electro-physiology, and neurochemistry. The neuron, synaptic, electrical and chemical events, sensory physiology, psychopharmacology, memory mechanisms, emotions, and vegetative functions are covered. Prereq.: PSYC-202.
PSYC-351 Physiological Psychology Lab, 3 cr. 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. Prereq.: PSYC-302 and 350, 370, 373, or 375, or 12 hours of biology and consent of instructor.
PSYC-352 Introduction to Neuropsychopharmacology, 3 cr. 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. Prereq.: PSYC-350.
PSYC-353 Physiological Bases of Mental Disorders, 3 cr. Physiological and genetic aspects of mental disorders: major theories and current research models with emphasis on current literature and primary sources. Prereq.: PSYC-202.
PSYC-354 Seminar in Drug Abuse, 3 cr. Lectures, discussion, and selected readings concerning the psychological, sociological, and physiological aspects of drug abuse. Prereq.: PSYC-100 or PSYC-200 or Intro Biol.
PSYC-360 Social Psychology, 3 cr. Basic principles and research techniques in social perception, attitude formation, group dynamics, interpersonal attraction, and social influence. Prereq.: PSYC-202.
PSYC-361 Laboratory, Research Methods in Psychology: Social Psychology, 3 cr. 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. Prereq.: PSYC 302 and 360.
PSYC-362 Introduction to Group Dynamics, 3 cr. Study of the structures and interpersonal dynamics of small groups. Prereq.: PSYC-100 or PSYC-200.
PSYC-363 Advanced Group Dynamics, 3 cr. Advanced study of the various methods and theories of group interaction and their application. Prereq.: PSYC-362.
PSYC-364 Theories of Intimate Relationships, 3 cr. Advanced study of the field of intimate relationships. Coursework covers social psychological theories and research on romantic relationships and addresses topics such as attraction, communication, attachment, love, infidelity, jealousy, conflict, and relationship dissolution. Prereq.: PSYC 360.

PSYC-365 Industrial Psychology, 3 cr. 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. Prereq.: PSYC-100 or PSYC-200.
PSYC-370 Theories of Learning, 3 cr. Psychological study of the processes of learning, problem-solving, and memory. Major historical theories of learning; demonstration of some basic research techniques. Prereq.: PSYC-202.
PSYC-373 Human Perception, 3 cr. Study of how our perceiving and performing systems convert information from the environment and the self to action in everyday life. Prereq.: PSYC-202.
PSYC-374 Laboratory, Research Methods in Psychology: Perception, 3 cr. Research techniques and experiments in perception, cognition and learning. Prereq.: PSYC-302 and 373, 350, 370, or 375.
PSYC-375 Cognitive Psychology, 3 cr. This course is an introduction to cognitive psychology, the study of human thought, information processing, and consciousness. It covers the following topics normally associated with the study of cognition: pattern recognition, learning and memory, language, reasoning, decision making, cognitive neuropsychology, and artificial intelligence. Prereq.: PSYC 202.
PSYC-376 Social Neuroscience, 3 cr. The purpose of this course is to gain an understanding of how the nervous system affects social relationships, and how social relationships affect the nervous system. Although the main focus is on humans, many of the studies we cover will be on non-human animals. We will focus mainly on the macro-level (i.e., parts of the brain), but some information will also be presented at the micro-level (cellular and chemical). Prereq.: PSYC 302 and any of the PSYC Core A courses.
PSYC-381 Independent Study in Psychology, 1 cr. Special study projects in psychology specifically and individually contracted with the instructor. Arrangements should be made in the term prior to registration. Prereq.: PSYC-202 and consent of instructor.
PSYC-382 Independent Study in Psychology, 2 cr. (See PSYC-381 for description.)Prereq.:PSYC-202 and consent of instructor.
PSYC-383 Independent Study in Psychology, 3 cr. (See PSYC-381 for description.)Prereq.:PSYC-202 and consent of instructor.
PSYC-391 Field Experience in Psychology I, 3 cr. 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. Prereq.: 9 credit hours of psychology, and consent of instructor.
PSYC-393 Seminar in the Teaching of Psychology, 3 cr. Introduces students to the theories and methods of postsecondary teaching as relevant to the field of psychology. Students participate with faculty in active teaching activities of an undergraduate psychology course. Prereq.: declared psychology major and consent of instructor.
PSYC-395 History of Psychology, 3 cr. Psychology as a science from Wundt to present day. The course examines systems and describes and evaluates theories. Prereq.:PSYC-302.
PSYC-396 Senior Seminar in Psychology, 3 cr. Research and preparation of papers; provides for individual work by the student, and guidance through criticism by fellow students and faculty. Prereq.: PSYC-302.

Gerontology
PSYC-401 Gerontology: An Overview, 3 cr. Presents an overview of the field of gerontology. It provides an introduction to the demographic, economic, and social implications of the growth in the population of older individuals. Prereq.: graduate standing.
PSYC-402 Developmental Processes in Later Life, 3 cr. Examines research on how individuals age psychologically throughout adulthood and into advanced old age. Prereq.: PSYC 401 or consent of instructor.
PSYC-403 Developmental Processes in Aging: Physiological Aspects, 3 cr. In order to understand the aging individual, it is important to understand the normal and pathological physical changes that occur as the

person ages. This course is intended to provide students of gerontology with this basic grounding in the physiology of aging and thus is aimed at graduate students with only minimal background in biology. Using a combination of text material and journal readings, it will cover the developmental changes in all the major biological systems. Prereq.: PSYC 401.

PSYC-406 Aging and the Family, 3 cr. Acquaints students with the research on the inter-generational roles of the nuclear, extended and non-traditional forms of 20th century families in providing physical, emotional, and financial support to members over the life-span in a society that has increasing numbers of three, four, and five generation families. Prereq: PSYC 401 or consent of instructor.

PSYC-408 Research Methods, 3 cr. This course introduces research methods and methodological problems encountered in theoretical and applied studies in the field of gerontology and provides guidance in preparing research or program proposals. Prereq.: PSYC 402.

PSYC-412 Aging and Psychopathology, 3 cr. Enables students to differentiate between the psychological characteristics of normal aging in later life and those associated with psychopathology. Differences between chronic mental illness and late onset psychopathology are clarified. Questions of assessment and treatment for these populations are included. Prereq.: PSYC 401 or consent of instructor.

PSYC-414 Psychotherapy of the Elderly, 3 cr. This course assists students interested in direct service to develop an awareness of the range of psycho-therapeutic modalities that are effective with elderly clients. Prereq.: PSYC 401 or consent of instructor.

PSYC-415 Practicum in Gerontology, 3 cr. A supervised practicum, typically 120 clock hours, is required of all students who lack formal experience in working directly with the elderly. It is also recommended for students who have previously worked with this population and whose career objectives make a different type of experience in another setting desirable. Prereq: PSYC 402 and consent of the gerontology Field Experience Coordinator.

PSYC-416 Internship in Gerontology, 3 cr. This 120 clock hour supervised field work course is required of all students. Those with no prior experience in gerontology must complete PSYC 415 before registering for this course. The internship site varies according to the interests of the student. The faculty will determine the suitability of the site. Prereq: PSYC 402 and consent of the gerontology Field Experience Coordinator.

PSYC-418 Public Policy and Aging, 3 cr. This course will examine major health care, social, and economic policies that affect the elderly. Students will learn to assess and understand the differential impact on life style and quality of life experienced in old age by individuals of various socioeconomic classes. Prereq: PSYC 401.

PSYC-420 Seminar in Proposal Writing, 3 cr. This seminar covers the whole process of proposal writing as it applies to either grant or thesis proposals. Students are expected to produce an acceptable proposal as part of the course. Prereq.: PSYC 408.

PSYC-422 Thesis Seminar, 3 cr. This course involves guidance of students writing a master's thesis as part of the requirements for the M.A. in Gerontology. Prereq.: PSYC 420

PSYC-424 Independent Study in Gerontology, 3 cr. This course provides an opportunity to specialize in an area of interest not sufficiently covered in either the required or elective courses offered. The plan for independent study (the specific topic, list of possible readings, and plan for a final paper) must be approved in writing by the sponsoring faculty member in the term prior to registration. Prereq.: PSYC 402 and consent of instructor.

PSYC-426 Values, Decision-Making, and the Elderly, 3 cr. This course sensitizes students to their own and others' social and personal values pertaining to aging and the aged. It covers the ethical issues and dilemmas that arise for the elderly, their advocates, and caretakers when age is a primary factor in making difficult decisions. Prereq.: PSYC 401 or consent of instructor.

PSYC-428 Aging and Cultural Diversity in the United States, 3 cr. This course familiarizes students with the literature and research-in-progress on variations in the process of aging, attitudes toward aging and the

aged, and assistance provided to the aged among various major ethnic groups found in the United States. Prereq.: PSYC 401 or consent of instructor.

PSYC-432 Meanings of Old Age, 3 cr. This course explores the range of external perceptions and personal experiences of old age and old people by comparing what research scholars say about aging with the writings of older people themselves. Societal ageism and personal beliefs about aging, old age and old people are considered. Prereq.: PSYC 401 or consent of instructor.

PSYC-434 Aging Services Network, 3 cr. This course examines the wide range of services and programs fostered by the Older Americans Act and referred to as the "aging network." Interviews with service providers and on-site observations give students an awareness of the issues involved in designing and implementing programs for older people. Prereq.: PSYC 401 or consent of instructor.

PSYC-455 Advanced Topics in Aging, 3 cr. These advanced seminars are offered on topics of concern in the field of gerontology. Prereq.: PSYC 401 or consent of instructor.

SOCIAL WORK

Jade Stanley, Ed.D., Professor, Chair
Jacqueline Anderson, Ph.D., Assistant Professor
Andrew Brake, Ph.D., Assistant Professor
Francisco Xavier Gaytan, Ph.D., Assistant Professor
Aimee Hilado, Ph.D., Assistant Professor
Jin Kim, Ph.D., Assistant Professor
Job Ngwe, Ph.D., Professor
Milka Ramirez, Ph.D., Assistant 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 15 cr.

ANTH-212 Cultural Anthropology ..... 3 cr.
BIOL-100 Introduction to Biology ..... 3 cr.
PSYC-100 Survey of Psychology ..... 3 cr.
PSYC-110 Life Span Development ..... 3 cr.
SOC-100 Introduction to Sociology ..... 3 cr.

Required Courses in Social Work: 48 cr.

SWK-200 Introduction to Social Work ..... 3 cr.
SWK-207 Social Welfare Policy I ..... 3 cr.
SWK-303 WIP: Human Behavior and the Social Environment I ..... 3 cr.
SWK-304 Social Work Practice I ..... 3 cr.
SWK-305 Social Work Practice II ..... 3 cr.
SWK-306 Human Behavior and the Social Environment II ..... 3 cr.
SWK-309 Research and Quantitative Applications in Social Work ..... 3 cr.
SWK-310 Research Practicum I ..... 3 cr.

SWK-311 Research Practicum II ..... 3 cr.
SWK-353 Field Seminar I ..... 3 cr.
SWK-354 Field Seminar II ..... 3 cr.
SWK-355 Field Practicum I ..... 3 cr.
SWK-356 Field Practicum II ..... 3 cr.
SWK-357 Social Welfare Policy II ..... 3 cr.
Electives in Social Work ..... 6 cr.
Total 63 cr.

Liberal Arts Requirements are prerequisite to the required foundation curricular 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.

Students need to complete all General Education and Liberal Arts requirements in order to move beyond SWK 207.

Social Work students are suggested to take MATH 112/113 to meet math requirement.

Minor in Social Work
Required Courses:

SWK-200 Introduction to Social Work		3 cr.
SWK-207 Social Welfare Policy I		3 cr.
Electives: select four courses from the following		12 cr.
SWK-202 Community Analysis,	3 cr.	
SWK-203 Analysis of Cross Cultural Interaction,	3 cr.	
SWK-208 Human Sexuality and Social Work,	3 cr.	
SWK-250 Issues in Social Service Delivery,	3 cr.	
SWK-307 Child/Adolescent Services,	3 cr.	
SWK-308 Social Work With Immigrants and Refugees,	3 cr.	
SWK-312 Women and Social Work,	3 cr.	
SWK-314 Social Work Advocacy,	3 cr.	
SWK-320 Domestic Violence,	3 cr.	
		Total 18 cr.

COURSE OFFERINGS

SWK-109 First Year Experience: Search for Meaning of Life, 3 cr. The social work profession seeks to help people live happily and productively with joy and purpose and meaning. Social work values diversity including what the oldest wisdom traditions teach us about the meaning of life. In this course, we will visit sacred places in Chicago to experience the teachings and practices of six wisdom traditions- Christian, Jewish, Islam, Buddhist, Hindu and Native American - to learn what they can tell us about living joyfully and purposefully.

SWK-200 Introduction to Social Work, 3 cr. Overview of the social work field, its philosophical basis, historical development and future growth; introduction to the concept of generalist practice. Prereq.: 89 credit hours or less.
SWK-202 Community Analysis, 3 cr. This is a Values and Knowledge course. 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. Prereq.: A grade of C or better in SWK-200, or consent of instructor.
SWK-203 Analysis of Cross-Cultural Interaction, 3 cr. This is a Values and Knowledge course. This is a pre-practice elective. 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-207 Social Welfare Policy I, 3 cr. 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, 3 cr. This is a Values and Knowledge course. 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, 3 cr. This is a Values and Knowledge course. Covers major problems and issues in the field of social work. Topics vary.
SWK 301- Social Work and the Law 3 cr. This values and knowledge course will introduce and provide a basic understanding to the social work student of the law, legal processes, and legal systems as they relate to social work fields' of practice. This course will challenge students to consider and begin to understand how the fields of social work and law intersect. They will develop an understanding of how the practice of social work is continually influenced and, often time regulated, by legislative and judicial decisions. The student will begin to explore how to advocate within the legal system on behalf of the populations that they serve.
SWK-303 WIP: Human Behavior and the Social Environment I, 3 cr. A first course of a two-part sequence designed to develop understanding about human behavior and the social environment. Students will enhance their critical thinking skills by focusing on analyzing how people understand themselves, how people create meaning in their lives, how people change, and how your own perspective influences understanding client-systems. The generalist practice model is used to understand the central principles of empowerment: client capacity, resiliency, opportunities, context, constitution and construction. As a writing intensive course students develop the fundamentals of professional writing skills for the social work field. Prereq.: A grade of C or better in SWK200, ENGL-101, SOC-100, PSYC-100, PSYC-110, ANTH-212, BIO-100, and a college level math course.
SWK-304 Social Work Practice I, 3 cr. A first course in a two-part sequence designed to provide the student with a foundation in generalist social work practice i.e. knowledge, values and skills. The central premise is that generalist practice is about client empowerment through collaborative work with clients. This involves empowerment of clients through preparation for first contact, learning how to dialogue across client systems, learning how to define directions with the client and collaborating about the client needs and resources. Bridging knowledge from HUBSE I is done through practical application. Prereq: Completion of Liberal Arts requirements & concurrent enrollment in SWK-303. For social work majors only.
SWK-305 Social Work Practice II, 3 cr. The second course of a two-semester practice foundation. Course content will focus on the social work processes of goal setting, application of models for action, and integrating gains in the generalist method of practice. The social worker's role and activities will be examined in light of the values and ethics of the profession, which includes conducting oneself as an ethnically sensitive worker with diverse client systems in the urban environment. Prereq: A grade of C or better in SWK-304.
SWK-306 Human Behavior and the Social Environment II, 3 cr. This is the second course in the Human Behavior and Social Environment foundation area. It is designed to examine the dynamic interplay

between the individual's development and the functioning of groups, families, organizations and communities, and builds on the objectives of SWK-303 HUBSE I. Each unit integrates the student's knowledge about the generalist model, the concepts & assumptions within, understanding of the concept of self, the value of honoring diversity and the commitment to social and economic justice. Prereq: A grade of C or better in SWK-303 or SWK-203; concurrent enrollment SWK-305.

SWK-307 Services to Children and Adolescents, 3 cr. This is a Values and Knowledge course. Child/Adolescent Services is an elective course focusing on children's issues in social work practice. The course will cover aspects of services and trends in child welfare. The course will include lectures, class discussions, guest speakers and in-class exercises to help the students understand the traditional child welfare services, as well as a wide range of programs to support families and children. Throughout the course students will be exposed to various perspectives, theories, and research on the influence of ethnicity, race, age, and class which combine to shape the policies and practices, both private and public. Prereq: A grade of C or better in SWK-200 and SWK-207. For social work majors only.

SWK-308 Social Work Practice with Immigrants and Refugees, 3 cr. This is a values and knowledge elective. Professional social work in the United States began in the late 19th century largely as a response to what was then the largest wave of immigration to this country. Jane Addams's Hull House settlement house served many of Chicago's newly arrived European migrants helping them adjust to life in their new home. Today, we are in the midst of another great wave of migrants; 12% of the U.S. population is foreign-born, representing over 35 million individuals. This group of immigrants are much more diverse racially, ethnically, and socio-economically than ever before. This diversity presents a unique set of challenges for policymakers and practitioners trying to facilitate their adaptation to the US. This course is thus designed to help students planning to work with foreign-born populations (and their offspring) gain the knowledge and skills necessary to address their needs. Crosslisted with LLAS. Prereq.: A grade of C or better in SWK-200 and SWK-207. For social work majors only.

SWK-309 Research and Quantitative Applications in Social Work, 3 cr. Content on basic and applied research concepts and methodology; assessment of empirical research published in professional social work literature; interpretation of statistical analyses. Prereq: A grade of C or better in SWK-200 and all Liberal Arts requirements. For social work majors only.

SWK-310 Research Practicum I, 3 cr. This course is designed to prepare students to conduct qualitative research in their field practicum agency. At the completion of the course each student will begin a detailed proposal for research that will be completed in the subsequent term. The course will cover the various approaches to qualitative research e.g. ethnographic theory, narrative and the case study. Special attention will be given to problem formulation, literature review, and data collection techniques. Prereq: A grade of C or better in SWK-309. Must be taken concurrently with SWK-353 and SWK-355. For social work majors only.

SWK-311 Research Practicum II, 3 cr. The focus of this course is the continuation of the research proposal begun in SWK-3 1 0-Research Seminar I, which includes procedures, research design, data analysis, interpreting and coding data and evaluation. Attention will be given to ethical considerations and considerations of race, gender, culture and sexual orientation. Prereq: A grade of C or better in SWK-310. Must be taken concurrently with SWK-356.

SWK-312 Women and Social Work, 3 cr. This is a Values and Knowledge course. Women and Social Work is an elective course focusing on women's issues in social work, both for women as social work practitioners and for women as clients/ participants in social service delivery systems. The course will cover aspects of feminist thought, non-sexist therapy, feminist therapy, sexist biases in research, feminist research in social work and social welfare policies and practice which have an impact on women.

SWK-314 Social Work Advocacy, 3 cr. This is a Values and Knowledge course. This course is designed to enhance students' understanding of social work advocacy. It is an elective course and is geared to develop

an awareness about social work advocacy and its role in: organizational change, political campaigns and lobbying.

SWK-320 Domestic Violence Social Work: Theory and Practice, 3 cr. This course will explore the theory and research on the causes of abuse, including individual and family factors, intergenerational aspects, gender issues, community and societal influences, as well as cultural factors. Strategies and treatment for alleviating family violence will be explored, including systems which are currently in place and other societal systems of response to this social problem. Prereq.: A grade of C or better in SWK 200, SWK 207, or consent of instructor. For majors only.

SWK-322 WIP: International Social Work, 3 cr. This values and knowledge course is intended to provide students with an understanding of social policy issues and programs in other countries. Examination of the political, economic, and social conditions that either enhance or impinge upon the wellbeing of people and policy development will be explored. Students will utilize critical thinking skills to deepen their understanding of international social work issues. Students will be able to understand how cultural values and beliefs are translated into policies and enacted through programs. Prereq.: A grade of C or better in SWK-303, SWK-304, and ENGL-101.

SWK-324 Social Work with Latino Communities, 3 cr. This course is designed to help students gain the knowledge and skills necessary to address the needs of the Latino community. This course will use applied learning and participatory action research methods to connect the social work profession's values of diversity, social justice, and social change to positively affect the development of local Latino communities. This is a skills elective course.

SWK-326 Independent Study in Social Work, 3 cr. This is a research study in an area of special interest to the student involving research and field studies. Consent of Department Chair.

SWK-327 Social Work Practice with Families, 3 cr. This is a Skills Elective course. Overview of the field of family therapy; various approaches, differences in their underlying theoretical assumptions and their application in social work family assessments and interventions. Prereq: For social work majors only.

SWK-328 Social Work With Groups, 3 cr. This is a Skills Elective course, majors only. The purpose of this course is to emphasize concepts, methods and issues in social group work practice beyond what has been learned in SWK Practice I & II. The course content will use Garland, Jones and Kolodny's five-stage developmental model of group work. The focus will be on group work theory and practice as it applies to different practice settings and different populations. Emphasis will be placed on the social worker's developing self-awareness, ethical competence and practice skills in working with groups. Prereq: A grade of C or better in SWK-304 and SWK-303, SWK-207 and SWK-200. For social work majors only.

SWK-329 Administration and Planning in Social Work, 3 cr. It is designed to expose the beginning level practitioner to administrative and planning functions with emphasis on how these impact the direct service practitioner.

SWK-330 Social Work Practice in Community Settings, 3 cr. This is a Skills Elective course. Structure and functions of communities and models of community organizing; development of community organizing skills.

SWK-353 Field Seminar I, 3 cr. Taken concurrently with SWK-355. Integration of knowledge, values and skills with experience in the field practicum. Prereq: A grade of C or better in SWK-305. Pass ECE. Must be taken concurrently with SWK-310 and SWK-355. For social work majors only.

SWK-354 Field Seminar II, 3 cr. Taken concurrently with SWK-356. Continuation of SWK-353. Prereq: A grade of C or better in SWK-353, SWK-310, SWK-355, concurrent enrollment in SWK 311 and SWK-356.

SWK-355 Field Practicum I, 3 cr. 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. Prereq: A grade of C or better in SWK-305 and concurrent enrollment in SWK353 and SWK-310. For social work majors only.

SWK-356 Field Practicum II, 3 cr. Taken concurrently with SWK-354. Continuation of SWK-355. Prereq: Concurrent enrollment of SWK 354 and SWK 311.
SWK-357 Social Welfare Policy II, 3 cr. Critical analysis of social welfare policies and programs; focus on the impact of policy on direct practice. Prereq: A grade of C or better in SWK-207. For social work majors only.

SOCIOLOGY

Brett C. Stockdill, Ph.D., Professor, Chair
Michael Armato, Ph.D., Associate Professor
Marcos Feldman, Ph.D., Assistant Professor
Christina Gomez, Ph.D., Professor
Brooke Johnson, Ph.D., Assistant Professor
Wamucii Njogu, Ph.D., Associate Professor
Olivia N. Perlow, Ph.D., Assistant Professor
Andreas G. Savas-Kourvetaris, Ph.D., Associate Professor

The Sociology Department offers courses leading to a Bachelor of Arts degree in sociology. Additionally, students may choose an eighteen-hour minor in sociology.

Sociology is the systematic study of human societies, their patterns and arrangements, their processes of development and change. Course offerings cover sociological theories, research methods, gender and sexuality, race and ethnicity, inequalities, social institutions, social issues, social action and social change.

A major in sociology can provide a useful orientation for students who plan to attend graduate school or seek careers in community-based organizations or in such fields as education, human resources, urban planning, law, community organizing, social welfare, or research in government and private organizations.

NOTE: The following rules apply to the major and minor in Sociology: Transfer courses must be approved by the department before being applied to the major or minor. For transfer students majoring in Sociology, at least 24 hours must be taken at Northeastern and for students minoring in Sociology, at least 9 hours must be taken at Northeastern.

Students should also be aware of the University requirements for the Bachelor's degree.

UNDERGRADUATE PROGRAMS
Major in Sociology for the Bachelor of Arts Degree
Core courses required for all majors (18 credit hours):

SOC-100 Introduction to Sociology	3 cr.
SOC-211 Sociological Research Methods	3 cr.
SOC-212 Introduction to Social Statistics	3 cr.
SOC-245 WIP: Social Inequalities	3 cr.
SOC-335 Sociological Theory	3 cr.
SOC-342 Internship in Sociology [Spring Semester]	3 cr.
OR	
SOC-351 Senior Seminar in Sociology [Fall Semester]	3 cr.
	Total 18 cr.

Additional Courses Required for Majors (21 credit hours): Student will either have a General Degree or a Concentration. Choose from the options below:

General
Electives in Sociology 21 cr.

Concentration Options: For each of the following concentration areas, students will select 4 elective courses (12 credit hours) from those listed and any other 3 electives in sociology (9 credit hours). Students may substitute 1 cognate course outside of Sociology for an elective course within a concentration area with the approval of the Department Chair.

Community Action & Social Movements:
SOC-105 Women, Men & Social Change
SOC-205 Contemporary Social Issues
SOC-306 American Women: The Changing Image
SOC-310 Social Movements
SOC-314 Urban Sociology
SOC 342 Internship in Sociology
SOC-343 Sociological Practice & Social Action Seminar
SOC-344 African American Women: Feminism, Race, and Resistance
SOC-349 Black Social Movements
SOC-373 Community Action & Resistance

Total Hours in Concentration Area 12 cr.
Electives in Sociology 9 cr.

Total Hours for Major in Sociology 39 cr.

Intersectionalities:
SOC-270 Sociology of Latinas
SOC-306 American Women: The Changing Image
SOC-307 Men and Masculinities
SOC-309 Sociology of Racism
SOC-316 Race & Ethnic Relations
SOC-319 Topics in Race & Ethnicity
SOC-320 Topics in Sex & Gender
SOC-340 Sociology of Sexualities
SOC-344 African American Women: Feminism, Race, and Resistance
SOC-352 Sociology of HIV/AIDS
Total Hours in Concentration Area 12 cr.
Electives in Sociology 9 cr.

Total Hours for Major in Sociology 39 cr.

Organizations & Institutions
SOC-204 Sociology of Small Groups
SOC-221 Sociology of Work
SOC-250 Sociology of Deviance
SOC-214 Sociology of Intimacy, Marriage, & Families

SOC-307 Men & Masculinities
SOC-310 Social Movements
SOC-312 Sociology of Health & Illness
SOC-317 Sociology of Religion
SOC-324 Political Sociology
SOC-331 Military Sociology
SOC-332 Sociology of Education
SOC-342 Internship in Sociology
SOC-347 Sociology of Media
SOC-352 Sociology of HIV/AIDS
SOC-360 Sociology of Occupations & Professions
SOC-375 Government Intelligence Agencies
Total Hours in Concentration Area 12 cr.
Electives in Sociology 9 cr.

Total Hours for Major in Sociology 39 cr.

Youth/Family/Life Course
SOC-214 Sociology of Intimacy, Marriage, & Families
SOC-302 Sociology of Aging
SOC-312 Sociology of Health & Illness
SOC-329 Sociology of Violence
SOC-340 Sociology of Sexualities
SOC-358 Youth & Youth Culture
Total Hours in Concentration Area 12 cr.
Electives in Sociology 9 cr.

Total Hours for Major in Sociology 39 cr.

Minor in Sociology
All Sociology minors must complete two core courses (6 credit hours), one specialized area course (3 credit hours), and three electives (9 credit hours) for a total of 18 credit hours.

Core Courses Required of all Minors:
SOC-100 Introduction to Sociology 3 cr.
SOC-230 Sociological Analysis 3 cr.

Specialized Area Courses (choose one):
SOC-306 American Women: The Changing Image or
SOC-314 Urban Sociology or
SOC-316 Race and Ethnic Relations 3 cr.
Electives in Sociology 9 cr.

Total Hours for Minor in Sociology 18 cr.

Students majoring in Elementary Education and Early Childhood Education who have selected Sociology as a minor must complete a minimum of 9 hours of the minor in courses at the 300-level to meet graduation and certification requirements.

COURSE OFFERINGS

SOC-100 Introduction to Sociology, 3 cr. Fundamental concepts involved in understanding human societies. Socialization, culture, social interaction, social institutions, social stratification, and social change are discussed.
SOC-105 Women, Men, and Social Change, 3 cr. 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 Sociology of Small Groups, 3 cr. 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. Prereq.: SOC-100.
SOC-205 Contemporary Social Issues, 3 cr. 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, 3 cr. 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-211 Sociological Research Methods, 3 cr. 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. Prereq.: SOC100 and two other Sociology courses.
SOC-212 Introduction to Social Statistics, 3 cr. An introduction to descriptive and inferential statistics which are the basic statistical methods used in Sociology and other Social Science disciplines. Students will also learn how to use a statistical package (SPSS for Windows) to analyze and interpret survey data. Prereq.: SOC-100, SOC-211 and MATH-092 or Math Placement score of 30 or higher.
SOC-214 Sociology of Intimacy, Marriage and Families, 3 cr. 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-221 Sociology of Work, 3 cr. 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-230 Sociological Analysis, 3 cr. An introduction to when and how to do sociological analysis of popular and scholarly opinion, with a focus on developing and/or improving communication and critical thinking skills. The course integrates sociological theory and methods and requires students to analyze and critique theories, opinions, and research found in a variety of popular and scholarly materials using a sociological perspective. Prereq.: SOC-100.
SOC-245 WIP: Social Inequalities, 3c r. Examines different sociological explanations of the causes and consequences of social inequalities at the intersections of race, ethnicity, class, gender, and sexuality; explores the linkages between social stratification in the United States and global inequalities and how inequalities are institutionalized, legitimized, and experienced by different groups of people. Prereq.: SOC-100.

SOC-250 Sociology of Deviance, 3 cr. 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. Prereq.: SOC-100.
SOC-270 Sociology of Latinas, 3 cr. 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, 3 cr. 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. Prereq.: SOC-100.
SOC-306 American Women: The Changing Image, 3 cr. 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. Prereq.: SOC-100 or WSP-101.
SOC-307 Men and Masculinities, 3 cr. Addresses the central themes that have emerged in the feminist-inspired sociological research on men and masculinities. Themes include men's institutionalized power and privilege over women, inequalities among different groups of men (e.g., power disparities across race, ethnicity, class, sexuality, and nation of origin), and the costs men and women pay for men's conformity to rigid notions of masculinity. In exploring these themes, discussions will focus on masculinities at the individual, interpersonal, societal, and global levels. Prereq.: SOC-100 or WSP-101
SOC-309 Sociology of Racism, 3 cr. 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. Prereq.: SOC-100 or AFAM-200.
SOC-310 Social Movements, 3 cr. A systematic analysis of selected social and political revolutions and/or revolutionary movements in the United States and globally. Prereq.: SOC-100 or consent of instructor.
SOC-312 Sociology of Health and Illness, 3 cr. 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 Social Demography, 3 cr. 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. Prereq.: SOC-100 or consent of instructor.
SOC-314 Urban Sociology, 3 cr. Population characteristics, social structure, social change, and social policy associated with urbanization and community development. Focus on problems of the inner city. Prereq.: SOC-100.
SOC-316 Race and Ethnic Relations, 3 cr. A cross-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. Prereq.: SOC-100 or AFAM-200.
SOC-317 Sociology of Religion, 3 cr. 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. Prereq.: SOC-100 or consent of instructor.
SOC-324 Political Sociology, 3 cr. Centers on the intersection of politics, society, and change. Challenges conventional notions of the status quo through the investigation of social historical and comparative perspectives on change including political ideas, practices, cleavages, and commonalities within communities and between peoples and nations. Focuses on how power and democracy become intimate bedfellows whose partnership has radically different consequences for different groups of people in society. Prereq.: SOC-100

SOC-329 Sociology of Violence, 3 cr. Cross cultural study and focus on social and psychological explanations of violence in American society. Prereq.: SOC-100 or WSP-101.
SOC-331 Military Sociology, 3 cr. 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. Prereq.: SOC-100.
SOC-332 Sociology of Education, 3 cr. An analysis and critique of education as a vast and complex social institution. The course will include a focus on the major features of the U.S. educational bureaucracy, its functions in creating and transmitting culture and maintaining social control as well as a systematic analysis of diversity, cross-cultural, local, national and global trends in education. Prereq.: SOC-100.
SOC-335 Sociological Theory, 3 cr. 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. Prereq.: SOC-100.
SOC-336 Contemporary Sociological Theory, 3 cr. A survey of contemporary sociological theories and paradigms, with a focus on writings that have most influenced the development of contemporary sociological theory and the way sociologists currently approach and analyze their subject matter. The course will explore theories, perspectives, ideas, and works from voices generally unheard in discussions of formal sociological theory - namely, the voices of people of color and women. Prereq.: SOC-100; SOC 211; SOC-335.
SOC-338 Topics in Social Policy and Social Change, 3 cr. 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. Topics will vary. Prereq.: SOC-100.
SOC-340 Sociology of Sexualities, 3 cr. 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. Prereq.: SOC-100 or WSP-101.
SOC-341 Independent Study in Sociology, 3 cr. Research study in an area of special interest to the student involving research methodology and field studies. Independent Studies require the approval of the instructor, department chair and the College Dean. Prereq.: SOC-100, 4 other Sociology courses and consent of instructor.
SOC-342 Internship in Sociology, 3 cr. The internship in sociology explores relationships among individuals, internal organizational departments, and organizations within the larger social context. The internship includes a work experience that is designed to enhance the understanding and use of sociological theories and concepts. Prereq.: Senior status; SOC-100; SOC-211; SOC-335.
SOC-343 Sociological Practice Seminar, 3 cr. This seminar provides students with an opportunity to do service and research in an applied organizational setting. It includes problem solving through involvement and social action research in one organizational setting. As an applied sociologist, the student will learn to produce information that is useful in resolving problems in community organizations, social service organizations, and grassroots social change organizations. Prereq.: SOC-100.
SOC-344 African American Women: Feminism, Race, and Resistance, 3 cr. A systematic examination of the collective experiences of African American women, historical and contemporary; the myths versus the realities of their everyday lives, including the interrelatedness and simultaneous affect of race, class, gender, sexual orientation and age in their lived experiences. Prereq.: SOC-100 or AFAM-200 or WSP-101.
SOC-347 Sociology of Media, 3 cr. A systematic examination of mass media as a social construction of knowledge. Major focus is on the social and historical contexts within which the media are created, the

powerful influence of the various media on the socialization process, and the intersections of race, class, gender, sexual orientation and age in the images and knowledge created by mass media.

SOC-349 Black Social Movements, 3 cr. Provides a conceptual framework for understanding the African American Civil rights movement by analyzing the origins and development of the modern civil rights movement, a movement that emerged in the South during the 1950s. Explores the organized and collective forms of social change; the three important sociological theories of social movements and collective action; the local, regional and national civil rights campaigns; the development, achievements, and disintegration of the national civil rights coalition; and the contributions of the men and women unsung heroes of the movement. Prereq.: SOC-100 or AFAM -200

SOC-350 Social Structure in Black Communities, 3 cr. Explores institutional variation and social change within African-American communities. Examines African-American populations in different settings, both contemporary and historical, with attention given to major traditions of sociological theory and research related to these communities. Additional explorations include the origin, structure, reproduction, and outcomes of racism and white supremacy, and how these relate to labor market processes and outcomes, social mobility and living standards, and major social institutions such as healthcare, education, and criminal justice systems as they relate to African Americans. Prereq.: SOC-100 or AFAM -200

SOC-351 Senior Seminar in Sociology, 3 cr. Discussion, critical review and integration of students' work with current research. Preparation of a research paper with ongoing feedback from the instructor. Prereq.: senior status, SOC-100, SOC-211 and SOC-335.

SOC-352 Sociology of HIV/AIDS, 3 cr. Examination of the sociological aspects of the AIDS crisis. Socio-history of the HIV/AIDS crisis in the United States and globally. Emphasis on how racial, class, gender and sexual inequalities have shaped the epidemiology of HIV/AIDS. Responses of dominant social institutions to the AIDS crisis. Collective action by impacted communities around issues of education, prevention, research, health care and support services. Contemporary issues facing people living with HIV/AIDS including stigma, discrimination, mental health, access to treatment, legal issues, and empowerment. Prereq.: SOC-100

SOC-357 Pro-Seminar in Sociology, 3 cr. 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. Topics will vary. Prereq.: SOC-100 or consent of instructor.

SOC-358 Youth and Youth Culture, 3 cr. An analysis of youth and youth culture including the historical context of adolescence, sociopolitical issues confronting youth, and youth culture as a form of social and political resistance. Each topic will be explored through detailed analyses of relevant literature, discussions with professionals who work with youth, and student research projects. Prereq.: SOC-100.

SOC-360 Sociology of Occupations and Professions, 3 cr. 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. Prereq.: SOC-100, SOC-221.

SOC-362 Becoming "American", 3 cr. Becoming "American" is not exclusively about American citizenship. Rather, it is about understanding how changes in American society influence our social policies and vice versa. The course focuses on different social policies and raises questions about their consequences on social groups and the possibilities for change. By learning how social policy develops, students will develop the tools to examine current social debates that often polarize Americans into "us versus them."Prereq.:SOC-100

SOC-365 Sociology of Globalization, 3 cr. Globalization is the worldwide integration of government policies, cultures, social movements, and financial markets through trade and the exchange of ideas. This course analyzes the processes that produce globalization and the outcomes of globalization, with a special focus on Chicago. Using a sociological lens we examine the development of globalization and its effects upon nation-states, individuals, culture, politics, inequality, and other aspects of society. Students will

critically evaluate the effects of globalization with the goal of becoming engaged and empowered members of the global community. Prereq.: SOC-100.
SOC-373 Community Action and Resistance, 3 cr. Chicago metropolitan field investigation of community conditions, local institutions and action programs. Field investigations may be broad or concentrate on a particular school or community. Prereq.: SOC-100 and SOC-211.
SOC-375 Government Intelligence Agencies, 3 cr. 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.

TEACHING ENGLISH AS A SECOND/FOREIGN LANGUAGE (TESL/TEFL)

Jeanine Ntihirageza, Ph.D., Associate Professor, Chair
Theodora H. Bofman, Ph.D., Professor
William Stone, Ph.D., Associate Professor
Jimin Kahng, M.A., Assistant Professor

TESL/TEFL is the application of linguistics to the teaching of English as a Second or Foreign Language. A degree in TESL/TEFL is in great demand, both in the U.S. and abroad. A career path in TESL can result not only in the more obvious professions related to education (e.g., English language teacher, teacher trainer, program administrator, curriculum developer, materials developer) at the primary, secondary, and tertiary levels, but also in a variety of areas that require the skills set developed within a TESL degree program (e.g., research, publishing, advocacy, government).

The NEIU TESL/TEFL Program offers courses leading to a Master of Arts degree. The program also offers courses leading to an undergraduate minor in TESL/TEFL, as well as an Illinois State Endorsement to teach ESL.

Further information about our programs can be found on our website: www.neiu.edu/~tesl/.

UNDERGRADUATE PROGRAM

The TESL/TEFL Program offers courses leading to an undergraduate minor. In addition, these same courses can be taken by students in the College of Education who are pursuing state certification for teaching (certificate types 03, 04, 09, or 10) and would simultaneously like to work toward an endorsement for teaching English as a second language in the State of Illinois. Students seeking the TESL Endorsement will also need to complete an additional 100 clinical hours in an ESL setting; these should be completed in conjunction with enrollment in TESL 399.

* Please note: The 100 clinical hours are NOT a requirement of the TESL Minor; they are one of the state's requirements for receiving the TESL endorsement.

Minor in TESL/TEFL (18 credit hours)
Required Courses*: (18 credit hours)

TESL-301 The English Language for Teachers	3 cr.
TESL-310 English Grammar: Description and Instruction	3 cr.
TESL-330 Language, Society and Education	3 cr.

or

TESL-320 Language and Culture, Topics varies	
TESL-341 TESL: Principles of Language Teaching	3 cr.
TESL-340 TESL: Practices and Procedures	3 cr.
TESL-343 TESL: Assessment	3 cr.
or	
BLBC-342 Assessment in the Bilingual Classroom	3 cr.
	Total: 18 cr.

*Alternative options may be available to fulfill the minor. Please contact the TESL undergraduate advisor.

GRADUATE PROGRAM

Master of Arts in Teaching English as a Second/Foreign Language

The M.A. in Teaching English as a Second/Foreign Language gives students an understanding of the nature of language, culture, instruction, assessment, and professionalism, and their interrelationships. The M.A. in TESL/TEFL prepares one to teach English in the US or overseas. In addition, students who have a valid teaching certificate can take courses leading to the Illinois State Endorsement to teach ESL. See more below under "TESL Endorsement".

The program is designed for full- or part-time students, and all master's level courses in the fall and spring are offered in the evenings.

Requirements for Admission to the M.A. Program:

Students must fulfill the requirements for admission to the Graduate College of Northeastern Illinois University and apply to the TESL/TEFL Program for admission to the degree program. A student-at-large may transfer no more than 9 credit hours of graduate coursework into the graduate TESL program.

Program Prerequisites:

Students entering the M.A. in TESL program are not expected to have any prior preparation or knowledge of the field.

For students whose native language is English: 9 hours of college level work—or the equivalent—in one or more foreign languages, or a demonstrated proficiency in a foreign language at ACTFL level 2 or above.

For students whose native language is not English: English proficiency demonstrated by a score of 90 on the internet based TOEFL (IBT), with a minimum of 20 on each of the four sections.

Requirements for the Degree:

All graduate credits must be at the 400 level.

Students enrolled in the TESL/TEFL M.A. Program must apply for candidacy after completing their first four courses and fulfilling the language requirement. Failure to do so at that time may mean a delay in registering for the Thesis Seminar or a delay in graduating. They must have a cumulative grade point average of at least 3.0 in all courses taken in fulfillment of the degree program that they have taken to that point. Application forms for candidacy are available from the Graduate College website (http://www.neiu.edu/~gradcoll/index.htm).

All students pursuing a Master of Arts in TESL/TEFL will be required to submit a graduation project as one part of their graduation requirements. The project will consist of a capstone paper with 4 elements to be

included as appendices. Students pursuing the M.A. in TESL/TEFL will be assigned an advisor early in their degree program for assistance in the preparation of the capstone paper. Please refer to the program website for specific information with regard to timing, formatting, etc.

Additionally, students can choose from two options: a thesis and a non-thesis option.

The thesis option requires 30 hours of completed coursework, including 1) all required courses with a cumulative grade point average of at least 3.0 and no more than two grades of C; 2) the final capstone paper ("Graduation Project"); and 3) a master's thesis for an additional 6 hours credit. The thesis option may be exercised only with department approval.

The non-thesis option requires 36 hours of 400-level course work as specified with a cumulative grade point average of at least 3.0 and no more than two grades of C, plus the final capstone paper ("Graduation Project").

Any special program design, tutored study, or independent study must be approved in advance by the graduate advisor, and also requires the approval of the instructor, department chair, and the appropriate college dean(s).

Course Requirements, distributed among 5 domains
(30 credits):

1. **Language**
   TESL-402 Principles of Linguistics for Teachers
   TESL-420 Structure of Modern English
   TESL-426 Advanced Linguistic Analysis
2. **Culture**
   TESL-445 Language Variation
   A choice of TESL-447 or another culture-related course, in consultation with the advisor
3. **Planning, Implementing, and Managing Instruction**
   TESL-410 Techniques of Teaching English
   One other course, in consultation with the advisor
4. **Assessment**
   TESL-468 Assessment of the Limited English Proficient Student
5. **Professionalism**
   TESL-414 Theories of Teaching ESL
   TESL-460 Second Language Acquisition

Electives
Non-thesis Option: Six credits worth of electives are selected from the list of 400-level courses approved by the TESL graduate advisor. In addition, a limited number of courses offered by other departments may be taken as electives. See your advisor for more information.

Thesis Option: Six credits of TESL-499.
TESL courses which may be taken as electives include:
TESL-409 Research Design and Methods
TESL-430 Structure of Language
TESL-440 Language & Literacy
TESL-442 Using Technology with Second Language Learners

TESL-447 Pragmatics
TESL-451 Lexically-Based Instruction
TESL-452 Content-Based Instruction
TESL-465 Experiential Preparation for Teaching English as a Second Language
TESL-471 Evolution of Laws and Policies in Language Instruction
TESL-490 Seminar in Teaching English as a Second Language (Topic varies)

TESL ENDORSEMENT

The TESL/TEFL Program offers graduate courses that can be taken by individuals who are already state certified teachers who wish to qualify for State Of Illinois Endorsement to teach ESL. For undergraduate students who are working toward a state certification and would like to simultaneously complete coursework leading to the endorsement at the undergraduate level, please see above under "Minor in TESL/TEFL".

To get a TESL Endorsement you need to:

- Possess a valid Early Childhood, Elementary, Secondary, or Special Education Illinois Teaching Licencse (license types 03, 04, 09, or 10)
- Complete 18 credit hours distributed among five course areas designated by the state. NEIU offers the courses below to fulfill TESL Endorsement requirements. See your advisor for other courses that may be acceptable.

A. Linguistics
   TESL-402 Principles of Linguistics for Teachers
   OR
   TESL-420 Structure of Modern English (Prereq: TESL-402)
B. Theoretical Foundations of Teaching ESL
   TESL-414 Theories of Teaching ESL
C. Assessment of the Bilingual Student
   TESL-468 Assessment of the LEP Students
   (Prereq: TESL-410 and 414)
D. Methods and Materials of Teaching ESL
   TESL-410 Techniques of Teaching ESL
   (Coreq: TESL-402, Prereq: TESL-414)
E. Cross-Cultural Studies for Teaching Limited English-Proficient (LEP) Students
   TESL-445 Language Variation

- Complete 100 clock hours of ESL clinical experience.

COURSE OFFERINGS

TESL-109A FYE: Chicago Speaks: Helping Immigrants Communicate, 3 cr. In this course, the four foundations (Future Planning, Academics, Self-Discovery and Transitions) of the First-Year Experience are interwoven with the field specific concepts and terminology of teaching English as a second language (TESL). This course introduces the structure of the English language and methods of teaching it to speakers of other languages. This involves investigation the pronunciation and grammar of English as well as looking at ways to teach these subjects along with listening, speaking, reading and writing skills to English Language Learners (ELLs). The course will involve a service learning component in which students will tutor ELLs in various sites throughout Chicagoland. As students study the basics of teaching English as a second language, they will develop academic skills that will contribute to their success in college and beyond.
TESL-301 The English Language for Teachers, 3 cr. All language teachers must understand how the English language works and must be able to describe how it works. This course is designed for future teachers of

the English language. It covers the structure of sounds, words, phrases, and sentences; language use; and the structure of meaning of the English language, and English language arts. The history of the English language will also be included, as background to English word and sentence structure.

TESL-310 English Grammar: Description and Instruction, 3 cr. All teachers of English as a second or foreign language must have a good descriptive knowledge of English grammar as well as an arsenal of techniques for instructing their students. This course is intended to help future ESL/EFL teachers develop an understanding of the structure of English sentences and the problems that non-native students face when learning English grammar. This course will also investigate ways of teaching grammar to English language learners. Prereq.: TESL-301.

TESL-320 Language and Culture, (Title varies) 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.

TESL-320K Language and Culture of Latin America, 3 cr. Anthropological and linguistic study of various aspects of the interconnections of language and culture within the region of Latin America, with particular emphasis on the Caribbean. Topics covered will include colonial history, creoles, language contact, and Caribbean English. Prereq: LING-201 or equivalent.

TESL-321 First and Second Language Acquisition, 3 cr. 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. Prereq: LING-201.

TESL-330 Language, Society and Education, 3 cr. Researchers who study the relationship between language and society or culture are in a unique position to provide insight into language- and culture-related social problems. This course is based on the notion that many educational problems are related to differences between students' home language or dialect and the "official" school variety. It examines the relationship between language, culture, and society, with particular attention to how factors such as class, gender, race, and ethnicity impact student performance in the classroom. Issues of identity, bilingualism, and language prejudice will also be addressed.

TESL-340 Teaching English as a Second Language: Practices and Procedures, 3 cr. 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.

TESL-341 Teaching English as a Second Language: Principles of Language Teaching, 3 cr. 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.

TESL-343 Assessment of the Limited-English-Proficient (LEP) Student, 3 cr. 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 classroom tests and various test item types. Prereq: TESL-340 or TESL-341.

TESL-399 Clinical Experience in Teaching English as a Second Language, 1 cr. This course is designed to provide on-site experience in teaching English to non-native speakers in grades K-12. Students will observe and work with a master teacher and be supervised by a TESL/TEFL professor. Students will engage in classroom discussion and various projects based on the classroom work. Prereq: TESL-340 and permission of the instructor.

TESL-402 Principles of Linguistics for Teachers, 3 cr. This course examines the components of the science of language and how these relate to teaching English as a second/foreign language. Although the emphasis is on the linguistic components of English, a comparison with other languages and implications for teaching a second/foreign language will be integral to the course. Among other topics, it will cover English

phonetics, phonology, morphology, syntax, and semantics and offer classroom-oriented applications of linguistic principles for effective instruction of English as a second or foreign language. Prereq: Graduate standing.

TESL-409 Research Design and Methods, 3 cr. A survey course that reviews some of the major trends and methodologies used in linguistics, language acquisition, and language teaching. It will provide an exploration of primarily quantitative approaches used in language-specific inquiry by examining a variety of studies from the literature, their questions, their underlying assumptions, and their design. Prereq: TESL-402.

TESL-410 Techniques of Teaching English as a Second Language, 3 cr. 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, adapting and creating teaching materials. Prereq: Graduate standing and TESL-414; Coreq.: TESL-402 or LING-401.

TESL-414 Theories of Teaching English as a Second Language, 3 cr. 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. Prereq: Graduate standing.

TESL-420 Structure of Modern English, 3 cr. Description and analysis of the major grammatical structures of spoken and written English in light of traditional, descriptivist, and transformational theories. Prereq: Graduate standing, and TESL-402.

TESL-426 Advanced Linguistic Analysis, 3 cr. Advanced analysis of the structure of language, including phonology, morphology, syntax and semantics. Each topic will be explored through detailed analysis and comparison of data from a variety of languages in addition to English. Prereq: Graduate standing, and TESL-402.

TESL-430 Structure of Language, Topics Varies 3 cr. Phonological and grammatical structure of a selected language and its genetic relations to others of its family. Topics may include Farsi, Arabic, Rotuman, Kirundi and Thai. Consult the Schedule of Classes for specific languages. Prereq: Graduate standing, TESL-402, and TESL-426.

TESL-440 Language and Literacy, 3 cr. 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. Prereq: Graduate standing, and TESL-402.

TESL-442 Using Technology with Second Language Learners, 3 cr. In this class, students will explore the interface between current approaches to second language pedagogy, theories of language learning, and technology. They will examine questions of the development and current status of computer applied language learning; the digital divide and language minority students; appropriate and inappropriate uses of technology for language learning; use of technology to support student instruction in listening, speaking, reading, writing, culture, pronunciation, vocabulary, and grammar; technology and learner variation; and issues of technology and assessment. Prereq: TESL-410 or consent of the instructor.

TESL-445 Language Variation, 3 cr. All languages vary— across time, distance, social class, gender, situation, and ethnicity. This course examines the societal and cultural influences on both the forms and uses of different varieties of English as well as other languages, and demonstrates how one's language and language variety affect one's identity, school achievement, etc. Topics include language attitudes and stereotypes, ideology, intercultural and interethnic communication, and the spread of English. Special emphasis will be placed on how these notions of language varieties apply to the teaching and learning of second and foreign languages. Prereq: Graduate standing.

TESL-447 Pragmatics, 3 cr. Study of the interface between language and meaning at the level of discourse. Focus on dialogic interaction between participants in conversation and explanation of how language use

indexes the nexus of word meanings and speaker intentions come together to achieve communication. Additionally, a consideration of the multiple layers of context as factors that affect the interpretation of speaker role and appropriateness of use. Prereq: Graduate standing.

TESL-451 Lexically-Based Instruction, 3 cr. This course is built on the notion that the optimal second/foreign language syllabus is a lexically-based one. The course covers vocabulary knowledge and acquisition from the perspectives of both the second language learner and the teacher. Topics covered include what it means to "know a word", memory, dictionaries and other tools, learner strategies, vocabulary assessment, selection criteria, and teaching techniques. Prereq: graduate standing, TESL-402 and TESL-410.

TESL-452 Content-Based Instruction, 3 cr. Exploration of content-based instruction as an approach to teaching English language learners. Functioning as both a method in the English as a second or foreign language classroom and as a technique for meeting the needs of English language learners in the content area classroom, its theory and practice are examined through the various models and the standard-based curriculum. Additionally, practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom organization, teaching strategies for developing and integrating language skills, and choosing and adapting classroom resources are addressed. Prereq: graduate standing, and TESL-414.

TESL-460 Second Language Acquisition, 3 cr. Survey of recent theories and research 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 are examined in light of individual learner differences. Prereq: Graduate standing, TESL-410 or LING-410, TESL-420 or LING-420, or consent of instructor.

TESL-465 Experiential Preparation for Teaching English as a Second Language, 3 cr. 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. Prereq: Graduate standing, TESL-402, TESL-410 or LING-410, TESL-414 or LING-414, and a B average.

TESL-468 Assessment of the Limited English Proficient Student, 3 cr. 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 classroom tests and various test item types. Prereq: graduate standing, TESL-410 and TESL-414.

TESL-471 Evolution of Laws and Policies in Language Instruction, 3 cr. Survey of the historical and current ideologies, the laws which they informed, and the policies and practices which resulted regarding language use in the educational system. Use will be explored in terms of a language as a medium of communication, language as a medium of instruction, and language as a content area. Comparisons will be drawn between the US and international contexts. After extensive readings in the literature and in class preparation, students will be expected to design a grant proposal and make a presentation on a topic directly related to an area of their choice. Prereq: graduate standing.

TESL-490 Seminar in Teaching English as a Second Language (title varies), 3 cr. Survey of current research 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, current trends, SLA research, language and culture, bilingual education, vocabulary, and special education. Consult the Schedule of Classes for specific topics. Prereq: graduate standing, TESL-426, TESL-445, TESL-460, and a B average.

TESL-499 Thesis Seminar: TESL, 6 cr. Guidance of students conducting research and writing a thesis to fulfill the requirements for the Master of Arts degree in TESL. This course requires approval of the instructor, department chair, and the appropriate college dean(s). Prereq.: candidacy for the Master of Arts in TESL; seven courses in TESL including TESL-402 or LING-401, TESL-420, TESL-426, and a B average.

WOMEN'S AND GENDER STUDIES PROGRAM

Brett Stockdill, Ph.D., Professor, Chair
Nancy Matthews, Ph.D., Professor, Program Coordinator

Core Faculty
Tony Adams, Ph.D., Assistant Professor, CMT
Michael Armato, Ph.D., Associate Professor, Sociology
Shelley A. Bannister, Ph.D., J.D., Professor, Justice Studies
Deberah Bernstein, J.D., Instructor, Justice Studies
Brandon Bisbey, Ph.D., Assistant Professor, WLC
Laurie Fuller, Ph.D., Professor, Women's & Gender Studies
Lisa Hollis-Sawyer, Ph.D., Associate Professor, Psychology
Brooke Johnson, Ph.D., Assistant Professor, Sociology
Timothy Libretti, Ph.D., Professor, English
Erica Meiners, Ph.D., Professor, EICS
Audrey Natcone, J.D., Instructor, Justice Studies
Olivia Perlow, Ph.D., Assistant Professor, Sociology
Barbara Sherry, J.D., Instructor, Sociology
Jade S. Stanley, Ed.D., Professor, Social Work
Durene Wheeler, Ph.D., Associate Professor, EICS

Affiliate Faculty
Tim Barnett, Ph.D., Associate Professor, English
Vicki Byard, Ph.D. Professor, English
Ellen Cannon, Ph.D., Professor, Political Science
Kimberly Davidson, Instructor, Social Work
Aneta Galary, Ph.D., Instructor, Sociology
Emily Garcia, Ph.D., Associate Professor, English
Christina Gomez, Ph.D., Professor, Sociology
Joan Johnson, Ph.D., Instructor, History
Julie Kim, Ph.D., Professor, English
Catherine Korda, Instructor, Justice Studies
Tracy Luedke, Ph.D., Associate Professor, Anthropology
Sophia Mihic, Ph.D., Associate Professor, Political Science
Francesca Morgan, Ph.D., Associate Professor, History
Wamucii Njogu, Ph.D., Associate Professor, Sociology
Kristen Over, Ph.D., Associate Professor, English
Vicki Román-Lagunas, Ph.D., Professor, World Languages & Cultures
Vida Sacic, M.F.A., Assistant Professor, Art
Tim Scherman, Ph.D., Associate Professor, English
Terry Stirling, Ph.D., Professor, Educational Leadership and Development

Women's and Gender Studies is designed to address knowledge and praxis from intersections of feminist, anti-racist, multicultural, global and ecological perspectives. Centering marginalized knowledge and practices, we critique and challenge the dominant social, political and historical production of knowledge. We examine, from interdisciplinary perspectives, how power is distributed and used along the intersections of race, class, gender, geography, age, abilities and sexualities including studying the lives, histories and cultures of Lesbian, Gay, Bisexual, Transgendered and Queer (LGBTQ) communities and allies. Women's and Gender Studies curricula emphasize rigorous critical thinking, innovative scholarship and creativity, to assist students and faculty to radically envision different bodies of knowledge and social change. This creates an environment of learning and passionate commitment to social justice. Through curriculum, pedagogical strategies, university transformation and civic engagement, our community of learners takes up issues of oppression, resistance and social justice to make connections between personal, state and global communities. As a community of practitioners, researchers, learners, leaders and activists, we work to develop and implement meaningful social change within the university and beyond, to create the type of world where injustice and inequality are fought and to resist the daily oppressions of the current social order.

The program operates the Blanche Hersh Women's and Gender Studies Resource Center and the Empowering Students Computer Lab located in LWH-2096. The Center houses a Women's and Gender Studies library of books and periodicals. Additionally, the computer lab is a place for students to go on campus for computer assistance and one-on-one tutoring. It is a drop-in Center where students, faculty, and staff can gather in a more informal setting.

UNDERGRADUATE PROGRAMS

Majors in Women's and Gender Studies will fill out the Women's and Gender Studies Major Agreement in the Program office. All Women's and Gender Studies majors must complete six core courses (18 credit hours) and complete six courses (18 credit hours) of electives from at least two academic departments for a total of 36 credit hours.

Required Courses:

WGS-101 Women's Perspectives and Values	3 cr.
WGS-201 WIP: Feminist Ideas	3 cr.
WGS-202 Feminist Activism	3 cr.
WGS-302 Feminist Theory	3 cr.
WGS-323 Internship in Women's Studies	3 cr.
WGS-350 Seminar in Women's Studies (capstone course)	3 cr.
Electives from at least 2 departments	18 cr.
	Total Hours: 36 cr.

Students must choose from a list of cross-listed elective courses that encourages an interdisciplinary approach to Women's and Gender Studies, and will expose them to the widest variety of Women's and Gender Studies faculty. Elective courses, which do not appear on the Women's and Gender Studies list, must be approved by the major advisor and may not exceed 6 credit hours.

Minor in Women's and Gender Studies

Minors in Women's and Gender Studies will fill out the Women's and Gender Studies Minor Agreement in the Program office.

All Women's and Gender Studies minors must complete two core courses (6 credit hours) and five electives (15 credit hours) from at least two academic departments for a total of 21 credit hours.

Required Courses

WGS-101 Women's Perspectives and Values	3 cr.
WGS-350 Seminar in Women's Studies	3 cr.
Electives from at least 2 departments	15 cr.
	Total Hours: 21 cr.

Minor in Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ) Studies

The LGBTQ Studies Minor offers an interdisciplinary approach to studying the lives, histories and cultures of Lesbian, Gay, Bisexual, Transgender and Queer communities and allies. Courses in history, culture, health, politics, justice, education, literature and the arts reflect a commitment to understanding and representing the contributions of LGBTQ individuals and communities. The program focuses on justice, knowledge and action that honor multiplicity and diversity in gender and sexual expression including how race, class, ability and other identity markers shape LGBTQ lives.

Required Courses

WGS-210 Introduction to Lesbian, Gay, Bisexual, Trans-gender and Queer Studies	3 cr.
WGS-360 Queer Theory	3 cr.
Select one of the following	3 cr.
CMTC-313* Communication, Gender and Identity	
ENGL-303* Contemporary Gay and Lesbian Literature	
JUST-328* Social Justice and LGBTQ Issues	
WGS-310* Lesbian and Queer Cultures: Identities, Histories and Resistance	
Electives (Chosen from the following):	9 cr.
CMTC-313* Communication, Gender and Identity	
CMTM-377 Gender and Media	
ENGL-303* Contemporary Gay and Lesbian Literature	
HIST-339 History of Sexuality	
JUST-328* Social Justice and LGBTQ Issues	
PHIL-218 Philosophy of Sex	
SOC-307 Men and Masculinities	
SOC-340 Sociology of Sexuality	
SOC-352 Sociology of HIV/AIDS	
SWK-208 Human Sexuality and Social Work	
WGS-310* Lesbian and Queer Cultures: Identities, Histories and Resistance	
	Total Hours: 18 cr.

*These courses may only be counted once toward the minor in LGBTQ Studies. Note: Elective cross-listed courses which do not appear on the above list may be approved for minor credit by the LGBTQ Studies coordinator, not to exceed 3 credit hours.

COURSE OFFERINGS

WGS-101 Women's Perspectives and Values, 3 cr. 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.)

WGS-150 Women's Self Defense, 1 cr. This course develops a framework for understanding violence and self-defense. Major focus is on learning and practicing awareness, prevention, assessment, verbal boundary setting and physical self-defense skills in simulated scenarios. (This course is not repeatable.)

WGS-201 WIP: Feminist Ideas, 3 cr. Feminist Ideas is intended to insure that Women's and Gender Studies students understand what feminist perspectives are and their relationship to Women's and Gender Studies, social issues, and social change. With a focus on organizing, family, health/ reproductive justice, violence and work, students will learn to recognize historical and contemporary feminist leaders, understand the implications and applications of feminist ideas, apply lessons learned from past struggle to contemporary social issues, and evaluate women's changing status, by race, class, age, ability, and sexual orientation and other inequalities. Prereq.: (WGS or WSP)-101 and ENGL-101 minimum grade of C.

WGS-202 Feminist Activism, 3 cr. This course, subtitled Grassroots Resistance in the U.S., focuses on women as social actors challenging gender stereotypes; organizing to reduce poverty, racism, homophobia and violence; working to expand opportunities; and confronting barriers in education, the criminal justice system and politics. Popular analyses of women and social change often limit themselves to women's roles in families and paid workplaces. Focus is on ordinary women who are working collectively in diverse social settings to empower themselves and others, exploring barriers women face, goals and strategies for social change, and the rewards and challenges of feminist grassroots activism. Prereq.: WGS-101.

WGS-210 Introduction to Lesbian, Gay, Bisexual, Trans-gender and Queer Studies, 3 cr. The Introduction to Lesbian, Gay, Bisexual, Transgendered and Queer (LGBTQ) Studies offers an introductory and interdisciplinary approach to studying the lives, histories and cultures of LGBTQ communities and allies. This course focuses on the multiplicity and diversity in gender and sexual expression including how race, class, ability and other identity markers shape LGBTQ lives. Examining introductory questions in gender and sexualities studies, the course addresses the intersection of identity, knowledge and action through critical thinking, analysis, active learning and social engagement. (This is a General Education course in the area of Social/Behavioral Sciences.)

WGS-302 Feminist Theory: Questions of Race, Class and Sexuality, 3 cr. This course, subtitled Questions of Race, Class, and Sexuality, is designed to give an introduction into conceptions of feminist theories. Moreover, much of the course will be spent reading and writing about theory. We will begin with an attempt to articulate the assumptions that underlie contemporary feminist theories by tracing the theoretical conceptions they are based upon. Our focus will be on the importance of the position and situation of the subject with respect to questions of class, race, sexuality, gender, historical moment and social location. Prereq.: WGS-101.

WGS-310 Lesbian and Queer Cultures: Identities, Histories and Resistance, 3 cr. This interdisciplinary course introduces students to historical and theoretical research through a series of topics: identity, sex, violence, activism, and beyond. This will form the contexts for exploring issues and questions surrounding lesbian and queer cultures. Books, articles, magazines, videos, films, music, art, and more will be used. What makes up, establishes, creates, develops, organizes lesbian and queer cultures? This will be examined, in the context of various struggles over meanings and identities, considering that those meanings change over time and context and differ across race, class and other identity markers. Prereq.: WGS 101.

WGS-311 Power, Knowledge and Communities: Feminists Engagements with Education, 3 cr. This course focuses on the role of the educational system in the constructions and reproduction of gender and racial inequality. Using both academic and popular literature to gain perspectives, we will examine relationships between school and society. Topics to be addressed include the historical constructions, representation of schooling and the teaching profession, popular culture and education, and sexuality and schooling. Prereq.: WGS 101.

WGS-312 Women & Global Human Rights, 3 cr. Women's issues have recently been viewed through the lens of human rights. Increasingly they are included in the goals, programs and policies of international human rights organizations, from the United Nations to Amnesty International. This course will examine this shift in perspective and the impact it is having on women's lives worldwide. We will explore international human rights as they apply to women. What do we mean by "human rights"? How have these rights been socially defined, struggled over, and, in some cases, won? To what extent have women and women's rights been included in these conversations and struggles? Prereq.: WGS 101.
WGS-313 Radical Feminist Imagination in Literature, 3 cr. Examination of literary works broadly representative of something called the feminist imaginative response to U.S. patriarchy. The meaning of radical feminism will be explored as authors from a range of racial, class, and sexual identities are placed in dialogue with each other and with their respective socio-historical and cultural contexts. Focus will be on textual interpretation and exploring how each work attempts to develop its version of feminist consciousness. The course will investigate how these texts formulate a narrative of women's liberation against the dominant patriarchal narratives that inform cultural consciousness and social relations. Prereq.: WGS 101.
WGS-314 Science, Women and Technology, 3 cr. An examination of women who have been successful in computing from Countess Ada Lovelace and Grace Hopper to others more modern like Anita Borg, who founded Systers, the email forum for women in technology. Students will analyze the relationships between and among various social institutions in the context of inequality, power and oppression by reflecting on women's experiences including why there are so few women in science and technology and what can be done to remediate the situation. Prereq.: WGS 101.
WGS-315 Redesigning the American Dream, 3 cr. In this course special attention will be given to environments that support women's needs and enhance the quality of women's lives and the lives of other disenfranchised groups. Design concepts and spatial policies for the creation of shelters for battered and homeless women, innovative housing and neighborhoods that support diverse households such as single person, single parent, inter-generational, dual career couples, mixed income, individuals with disabilities, and families of choice will be developed through class discussions about violence against women, poverty, racism, aging, homophobia, women in developing countries and the changing conditions of work and family life. Prereq.: WGS 101.
WGS-321 Internship in Women's Studies, 1 cr. Placement in a university or community agency that provides services to women. This will be an opportunity to test classroom concepts in a field setting. Prereq.: consent of the instructor, Women's and Gender Studies Coordinator, department chair and the appropriate dean(s).
WGS-322 Internship in Women's Studies, 2 cr. (See description for WGS-321.)
WGS-323 Internship in Women's Studies, 3 cr. (See description for WGS-321.)
WGS-331 Independent Study in Women's Studies, 1 cr. An intensive investigation of a special area of Women's and Gender Studies. Prereq.: consent of the instructor, Women's and Gender Studies Coordinator, department chair and the appropriate dean(s).
WGS-332 Independent Study in Women's Studies, 2 cr. (See description for WGS-331.)
WGS-333 Independent Study in Women's Studies, 3 cr. (See description for WGS-331.)
WGS-350 Seminar in Women's Studies, 3 cr. This interdisciplinary capstone course builds on knowledge gained in other Women's and Gender Studies classes. Advanced instruction in appropriate areas such as: feminist theory and methodology, international women's movements, and other topics. Includes a component on research methods/ writing. Consent of the instructor is necessary. This course is a requirement for students completing the Women's and Gender Studies Major and Minor. Prereq.: WGS-101 plus 9 credits of Women's and Gender Studies and cross-listed courses.
WGS-360 Queer Theory, 3 cr. Queer theory developed in the early 1990s out of the conjunction of feminist theory, sexuality studies, and queer activism. This course introduces students to some of the key

authors and texts in queer theory, shows students how queer theory may be applied in a variety of academic fields, and examines critiques of queer theory as androcentric, Eurocentric, overly intellectual, and impractical. This course aims to foster critical thinking, writing, and discussion. We will go beyond merely digesting theorists' work to actively engaging with the material and critiquing both commonly held assumptions and academic theories about gender and sexuality. Prereq.: WGS-210.

Cross-Listed Courses
Anthropology
ANTH-307 Anthropology of Gender, Sexuality and the Body

Communication, Media, and Theatre
CMTC-313 Communication, Gender and Identity
CMTM-377 Gender and Media
CMTT-337 Women Playwrights

Educational Inquiry and Curriculum Studies Program
EDFN- 314L Gender, Race and Class Issues in Education

English
ENGL-303 Gay and Lesbian Literature
ENGL-371 Studies in Women's Literature
ENGL-372 American Women Writers of the 19th Century

History
HIST-338 Women in American History
HIST-349 Women in Popular Culture
HIST-392 Problems in History (Requires WGS Advisor approval to count as a WGS Major/Minor elective)

Justice Studies
JUST-311 Women, Crime, and the Criminal Justice System
JUST-321 Violence Against Women
JUST-322 Women, Justice, and the Law
JUST-324 Women as Political Prisoners
JUST-325 Women and Revolution: Theories of Justice
JUST-328 Social Justice and LGBTQ Issues

Philosophy
PHIL-105 Feminist Philosophy
PHIL-218 Philosophy of Sex
PHIL-291 Philosophical Foundations of Oppression
PHIL-351 Sexism and the Philosophy of Language
PHIL-353 Feminism and the Philosophy of Science
PHIL-366 Feminist Ethics
PHIL-370 Re-Thinking Race & Gender
PHIL-373 Advanced Feminist Philosophy

Political Science
PSCI-322 Women and Political Influence in the 21st Century

PSCI-373 Gender and Politics
PSCI-398 Law and Social Change

Psychology
PSYC-312 Psychological Development in Women

Sociology
SOC-105 Women, Men, and Social Change
SOC-214 Sociology of Intimacy, Marriages and Families
SOC-270 Sociology of Latinas
SOC-306 American Women-The Changing Image
SOC-307 Men & Masculinities
SOC-329 Sociology of Violence
SOC-332 Sociology of Education
SOC-340 Sociology of Sexualities
SOC-344 African American Women: Feminism, Race and Resistance
SOC-347 Sociology of Media
SOC-352 Sociology of HIV/AIDS

Social Work
SWK-208 Human Sexuality and Social Work
SWK-312 Women and Social Work
SWK-320 Domestic Violence Social Work: Theory and Practice

WORLD LANGUAGES AND CULTURES

Paul A. Schroeder Rodríguez, Ph.D., Professor of Spanish, Chair
Lucrecia Artalejo, Ph.D., Associate Professor of Spanish
Brandon Bisbey, Ph.D., Assistant Professor
Denise Cloonan Cortez, Ph.D., Professor of Spanish
Lucia Lombardi, Ph.D., Associate Professor of Spanish
Vicki Román-Lagunas, Ph.D., Professor of Spanish
Esther M. Santana, Ph.D., Associate Professor of Spanish

The mission of the Department of World Languages and Cultures is to provide high quality instruction in world languages, and to prepare students to be lifelong learners and engaged citizens through the critical study of the literatures and cultures associated with these languages.

The language and critical thinking skills you develop through written and oral exposition, research, and service learning will enhance your career opportunities in today's global society and provide the basis for a lifetime exploration of multiple cultures and worldviews.

We offer courses leading to 1) a Master of Arts in Latin American Literatures and Cultures, 2) a Bachelor of Arts in Spanish, and 3) minors in Spanish, French Studies, and Korean. We also offer basic language courses in Arabic, Chinese, French, Italian, Japanese, Korean, Polish, Portuguese and Spanish, as well as introductory courses taught in English on the cultures associated with these languages.

UNDERGRADUATE PROGRAMS

Major in Spanish

The B.A. in Spanish consists of thirteen courses (39 credit hours): ten required courses (listed below), one Capstone Seminar at the Advanced Medium level (i.e., SPAN 350-399), and 2 elective courses at the Intermediate-Medium level or above (i.e., SPAN 202 or above). Majors are also required to create an electronic portfolio of work done in the required courses, and to pass both the OPI (Oral Proficiency Interview) and the WPT (Written Proficiency Test) at a level of Advanced Low or above. Both tests are administered by the American Council of Teachers of Foreign Languages (ACTFL), and are nationally recognized for assessing oral and written proficiency according to the ACTFL Proficiency Guidelines.

Required Courses for B.A. in Spanish:	Prerequisites:
Intermediate Medium (SPAN 202-249):	
SPAN-224: Reading Comprehension	SPAN-202, SPAN-211 or placement
SPAN-225: Composition I	SPAN-202, SPAN-211 or placement
Intermediate High (SPAN 250-299):	
SPAN-252: Literary Genres	SPAN-224
SPAN-253: Composition II	SPAN-225
Advanced Low (SPAN 300-349):	
SPAN-314: Latin American Culture	SPAN-253
SPAN-315: Spanish Culture	SPAN-253
SPAN-321: Latin American Literature I	SPAN-252 and SPAN-253
SPAN-323: Latin American Literature II	SPAN-252 and SPAN-253
SPAN-326: Spanish Literature I	SPAN-252 and SPAN-253
SPAN-328: Spanish Literature II	SPAN-252 and SPAN-253
Advanced Mid (350-399):	
One capstone seminar	Consent of Instructor

Minor in Spanish

The Minor in Spanish consists of 21 credits at the Intermediate Medium Level and above.

Minor in French Studies

The Minor in French Studies consists of six courses (18 units) focusing on French and/or Francophone cultures. Of these six courses, at least four (12 units) must be taught in French at the 200-level or above. English-taught courses pre-approved for credit towards the Major in French Studies include: WLC-220 (French Culture through Film) and WLC-250 (French Novel in Translation). Consult the French Advisor for approval of other English-taught courses towards the Minor.

Teacher Licensure in Spanish K-12

To become a licensed K-12 teacher of Spanish, students must:

1. Complete the requirements for a major in Spanish.
2. Pass the Oral Proficiency Interview (OPI) administered by ACTFL (American Council of Teachers of Foreign Languages) with a score of Advanced Low or above.
3. Pass the Content Area Exams in Spanish administered by ILTS (Illinois Licensure Testing System) with a minimum average score of 240.
4. Complete the following professional education sequence in secondary education:

WLC-302 Introduction to Teaching Foreign Languages
SPAN-319 Applied Spanish Linguistics
EDFN-305* Philosophical & Historical Foundations of Public Education
EDFN-306* Education & Individual Differences

Student must apply and be admitted to the College of Education to continue with the remaining courses in the sequence:

LTCY-301* Teaching Reading in Junior & Senior High School
EDFN-307* Psychology of Instruction & Learning
SCED-311* School Curriculum
SCED-303F* Teaching Modern Foreign Language in the Secondary School
SCED-304J** Clinical Experience in the Secondary School: Spanish
SCED-305J** Student Teaching & Seminar in Spanish

Notes:
*C or better grade required
** B or better required
EDFN 306 & 307 each have 20 clock hours of clinical experience attached.
Spanish K-12 majors must take SPAN 319 prior to enrolling in SCED 304J.
SCED 304F/J and SCED 303F must be taken concurrently.

Writing Intensive Requirement
Majors in Spanish can meet the Writing Intensive Program (WIP) graduation requirement by taking LLAS 201 (WIP: History and Culture of Latinos).

NEIU Language Back Credit Policy
You may receive up to 9 no-cost credits for language courses not already accredited, through one of the following:

1. College coursework:
   - Complete 102 (or its equivalent) with a B or above = up to 3 credits of 101 in the target language.
   - Complete 103/201 with a B or above = up to 6 credits in the target language (101 and/or 102).
   - Complete any course beyond 103/201= up to 9credits in the target language (101, 102 and/or 103/201).
2. Advanced Placement (AP) Exam:
   - Score of 3 = Up to 3 credits in the target language (103/201).
   - Score of 4 = Up to 6 credits in the target language (103/201 and/or 202).
   - Score of 5 = Up to 9 credits in the target language (103/201, 202 and/or one more course to be determined in consultation with the Chair of the Department of World Languages and Cultures).
3. CLEP Exam:
   See CLEP exam policy of this catalog.

Notes on the Back Credit Policy:

- 103 and 201 are equivalent courses for the third semester of the language sequence.
- If you have not taken a college-level language course before, take NEIU's language placement exam (www. neiu.edu/languages) to determine what course you should take.

- For more information on the AP and CLEP Exams visit: www.collegeboard.com/student/testing/ap/about.html

GRADUATE PROGRAMS

Master of Arts in Latin American Literatures and Cultures

Program Description

The Master of Arts Program critically examines Latin American cultural forms of expression in their socio-historical contexts; develops skills to work with Latin American and US Latina/o populations in linguistically and culturally appropriate ways; and enhances career opportunities in education, government, international business, and the culture industries. Courses are regularly offered during the late afternoon and evening hours in order to allow students to pursue the MA degree on a part-time basis.

Requirements for Admission to the Program

- Bachelor's Degree from an accredited institution
- Online application: www.neiu.edu/graduate-college/
- Native or near-native proficiency in written and oral Spanish. Oral proficiency is determined by means of an interview with the Graduate Advisor. Written proficiency is determined with a 2 page Statement of Purpose submitted as part of the application.

Degree requirements (36 credits)

1. Thirty six credit hours:
    a. Two required courses (six credits) to be completed during the first year of the program:
        - SPAN 400: Visión de América I
        - SPAN 420: Visión de América II
    b. Nine electives, including:
        - Up to nine SPAN 400-level courses
        - Up to two courses in French and/or Portuguese at any level
        - Up to three graduate-level courses from other departments at NEIU or from other universities. Approval from the Graduate Advisor required
        - Up to three of the following SPAN 300-level courses: SPAN 352 (Puerto Rican Literature), SPAN 358 (Modernismo), SPAN 373 (Latin American Short Story), and SPAN 377 (Caribbean Literature)
    c. One additional SPAN 400-level elective (3 credits), or SPAN 499 (Thesis). For thesis, consult with the Graduate Advisor one semester in advance.

2. Comprehensive Written Examination
   At the beginning of the program, students receive a list of eight general questions on Latin American literature and culture, with accompanying bibliography. For the comprehensive exam, students choose and answer four of these questions. A student who fails any part of the Comprehensive Exam 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 coursework may be required before a third and final attempt

3. Electronic Portfolio
   The portfolio includes copies of the final essays submitted for each course, a copy of the comprehensive examination, and the corresponding evaluation rubrics submitted by the program's faculty for each of these items.

COURSE OFFERINGS

WLC-200A Introduction to Arab Culture, 3 cr. This course introduces students to the wealth of literary, artistic, and musical cultures in the Arabic-speaking world. You will learn to describe, contextualize, and analyze representative cultural texts from literature (e.g., poems, short stories, folk tales and legends), fine arts (e.g., painting and photography), and popular culture (e.g., popular music, films, comics), and to evaluate how they reinforce, question or subvert normative constructions of gender, ethnicity, race, sexuality and nationalism specific to but not limited to the Arabic-speaking world. Taught in English.

WLC-200C Introduction to Chinese Culture, 3 cr. This course introduces students to the wealth of literary, artistic, and musical cultures in China. You will learn to describe, contextualize, and analyze representative cultural texts from literature (e.g., poems, short stories, folk tales and legends), fine arts (e.g., painting and photography), and popular culture (e.g., popular music, films, comics), and to evaluate how they reinforce, question or subvert normative constructions of gender, ethnicity, race, sexuality and nationalism specific to but not limited to China. Taught in English.

WLC-200I Introduction to Italian Culture, 3 cr. This course introduces students to the wealth of literary, artistic, and musical cultures of Italy. You will learn to describe, contextualize, and analyze representative cultural texts from literature (e.g., poems, short stories, folk tales, and legends), fine arts (e.g., painting and photography), and popular culture (e.g., popular music, films, comics), and to evaluate how they reinforce, question and/or subvert normative constructions of gender, ethnicity, race, sexuality and nationalism specific but not limited to the culture of the Italian peninsula. Taught in English.

WLC-200L Introduction to Latin American Culture, 3 cr. This course introduces students to the wealth of literary, artistic, and musical cultures in Latin America. Students will learn to describe, contextualize, and analyze representative cultural texts from literature (e.g., poems, short stories, folk tales and legends), fine arts (e.g., painting and photography), and popular culture (e.g., popular music, films, comics), and to evaluate how they reinforce, question or subvert normative constructions of gender, ethnicity, race, sexuality and nationalism specific to but not limited to Latin America. Taught in English.

WLC-200P Introduction to Polish Culture, 3 cr. This course introduces students to the wealth of literary, artistic, and musical cultures in Poland. Students will learn to describe, contextualize, and analyze representative cultural texts from literature (e.g., poems, short stories, folk tales and legends), fine arts (e.g., painting and photography), and popular culture (e.g., popular music, films, comics), and to evaluate how they reinforce, question or subvert normative constructions of gender, ethnicity, race, sexuality and nationalism specific to but not limited to Poland. Taught in English. Prerequisite: None.

WLC-302 Introduction To Teaching World Languages and Cultures, 3 cr. The nature of language and language-learning processes; demonstration of specific organizational patterns and teaching methods in keeping with these; the changing status of foreign language teaching; and the importance of language teaching in an interdependent world. Implications for foreign language teaching of recent developments in linguistics, psychology, psycholinguistics, curriculum, teaching materials and technology. Emphasis on designing, presenting and evaluating specific classroom procedures in the linguistically oriented teaching of the communicative skills. Prereq.: Completion of 9 credit hours beyond the basic program in major field or consent of instructor.

Arabic

ARAB-101 Arabic I, 3 cr. Development of basic skills in listening, speaking, reading, and writing. Cultural appreciation.

ARAB-102 Arabic II, 3 cr. Continuation of ARAB-101. Prereq.: ARAB-101 or equivalent.

Chinese

CHIN-101 Chinese I, 3 cr. Development of basic skills in listening, speaking, reading, and writing. Cultural appreciation.
CHIN-102 Chinese II, 3 cr. Continuation of CHIN-101. Prereq.: CHIN-101 or equivalent.

French
FREN-101 Beginning French I, 3 cr. Development of basic skills in listening, speaking, reading, and writing. Cultural appreciation. Prereq.: Placement exam.
FREN-102 Beginning French II, 3 cr. Continuation of FREN101. Prereq.: FREN-101 or placement exam.
FREN-109 FYE: Chicago: The French Connection, 3 cr. Freshmen explore Chicago's French and Francophone heritage as well as the current and former contributions of French and Francophone cultures to the city and its various communities. Students will discover how French and Francophone influences were and continue to be an integral part of the city's cultural landscape through a variety of texts, films, speakers, and field trips to cultural venues or activities. In the course, the five foundations of the First-Year Experience (Future Planning, Integral Preparation, Research, Self-discovery, and Transitions) are interwoven with concepts and terminology specific to cultural and literary studies. Taught in English. Prereq.: None.
FREN-201 Intermediate French I, 3cr. Continuation of FREN-102. Prereq.: FREN-102 or placement exam.

Italian
ITAL-101 Italian I, 3 cr. Development of basic skills in listening, speaking, reading, and writing. Cultural appreciation.
ITAL-102 Italian II, 3 cr. Continuation of ITAL-101. Prereq.: ITAL-101 or equivalent.

Korean
KOR-101 Korean I, 3 cr. Development of basic skills in listening, speaking, reading, and writing. Cultural appreciation.
KOR-102 Korean II, 3 cr. Continuation of KOR-101. Prereq.: KOR-101 or equivalent.
KOR-204–Introduction to Korean Culture, 3 cr. Introduction to Korean culture and history. Conducted in English.

Polish
POL-101 Polish I, 3 cr. Development of basic skills in listening, speaking, reading, and writing. Cultural appreciation.
POL-102 Polish II, 3 cr. Continuation of POL-101. Prereq.: POL-101 or equivalent.

Portuguese
PORT-101 Portuguese I, 3 cr. Development of basic skills in listening, speaking, reading and writing. Cultural appreciation.

Spanish
SPAN-101 Beginning Spanish I, 3 cr. (For non-heritage speakers of Spanish.) Development of basic skills in listening, speaking, reading, and writing. Cultural appreciation. Prereq.: Placement exam.
SPAN-102 Beginning Spanish II, 3 cr. (For non-heritage speakers of Spanish.) Continuation of SPAN-101. Prereq.: SPAN-101 or placement exam.
SPAN-109 First Year Experience: Chicago's Latina/o Cultures, 3 cr. Freshmen explore Chicago's vibrant Latina/o culture as an integral part of the city's cultural landscape through short stories, poetry, films, speakers, and field trips to cultural venues or activities. In the course, the five foundations of the First-Year Experience (Future Planning, Integral Preparation, Research, Self-discovery, and Transitions) are

interwoven with concepts and terminology specific to cultural and literary studies. Taught in Spanish and English. Prereq.: Score of 384 or above in the Spanish placement exam (available online at www.neiu.edu/~fldept/placement.htm).

SPAN-201 Intermediate Spanish I, 3 cr. Continuation of SPAN-102. Prereq.: SPAN-102 or placement exam.

SPAN-202 Intermediate Spanish II, 3 cr. Review of grammar. Short readings and practice in writing brief compositions. Exercises in oral communication. Prereq.: SPAN-201 or placement exam.

SPAN-209 Spanish for Spanish-speakers I, 3 cr. Part 1 of a two-semester sequence of intermediate-level Spanish for students who speak Spanish at home and/or in the community, but have not studied it formally and/or whose reading and writing abilities in Spanish are limited. The focus of the first semester is on orthography while the focus of the second semester is on syntax. Both semesters include reading comprehension and basic literary analysis of short texts. Prereq.: SPAN-202 or placement exam.

SPAN-211 Spanish for Spanish Speakers II, 3 cr. Part 2 of a two-semester sequence of intermediate-level Spanish for students who speak Spanish at home and/or in the community, but have not studied it formally and/or whose reading and writing abilities in Spanish are limited. Prereq.: SPAN-202 or placement exam.

SPAN-220 Intermediate Conversation I, 3 cr. Development of basic conversational skills with emphasis on everyday situations. Conducted in Spanish. Prereq.: SPAN-202 or placement exam.

SPAN-224 Reading Comprehension, 3 cr. This course develops comprehension by increasing vocabulary and enhancing speed in reading Spanish. Conducted in Spanish. Prereq.: SPAN 202 or placement exam.

SPAN-225 Composition I, 3 cr. This course is designed as a workshop to develop students' practical writing needs based on personal preferences, daily routines, common events, and other topics related to personal experiences and immediate surroundings. Writing tasks focus on short, simple formats such as letters, diary entries, and descriptions. The course also addresses different tenses and moods in Spanish, normative orthography, correct use of accents, and building of vocabulary. Taught in Spanish. Prereq.: SPAN 202 or placement exam.

SPAN-251 Intermediate Conversation II, 3 cr. Continuation of SPAN 220, with emphasis on spontaneous conversation. Taught in Spanish. Prereq.: SPAN 220.

SPAN-252 Literary Genres, 3 cr. Reading of a wide variety of genres with emphasis on comprehension. Conducted in Spanish. Prereq.: SPAN-224.

SPAN-253 Composition II, 3 cr. This course develops students' critical writing skills in preparation for 300-level courses in literature and culture. It also serves as an introduction to research skills in the Humanities, with special emphasis on the Spanish-speaking world. Conducted in Spanish. Prereq.: SPAN-225.

SPAN-301 Advanced Spanish Grammar, 3 cr. Comprehensive review of Spanish grammar for students at the Advanced Level. Focus on the structure of the Spanish sentence (morphology and syntax) as a means to successfully master normative writing styles. Conducted in Spanish. Prereq.: SPAN 253.

SPAN-310 Creative Writing in Spanish, 3 cr. Creative Writing in Spanish introduces students to creative writing in two different genres: poetry and short story. Students will learn the defining characteristics of these genres through the production, reading and analysis of their own texts and the text of peers. Student will also learn how to produce a literary publication through their participation in Consenso, the literary magazine run by students in the Masters program in Latin American Literatures and Cultures. Local authors who publish in Spanish will be invited to class to read from their work, share their experience and give advice. Taught in Spanish. Prereq.: Spanish 253.

SPAN-314 Latin American Culture, 3 cr. This course offers students an introduction to Latin American culture from pre-Columbian times to the present, through the contextualized study of representative cultural texts, including literature, music, painting, and film. Topics include pre-Columbian civilizations, the European Conquest, Colonial Baroque culture, Independence movements, 19th century nation building, 20th century revolutions, and contemporary issues. Conducted in Spanish. Prereq.: SPAN 253.

SPAN-315 Spanish Culture, 3 cr. This course offers students an introduction to Spanish culture from its roots in pre-Roman times to the present, through the contextualized study of representative cultural texts, including literature, music, painting and film. Topics include the legacy of the Roman Empire, Muslim, Jewish and Christian coexistence during the Middle Ages, the Spanish Golden Age, Bourbon Spain, the Second Republic, Spain under Franco, and contemporary issues. Conducted in Spanish. Prereq.: SPAN 253.
SPAN-319 Applied Spanish Linguistics, 3 cr. Linguistic principles and their application in the preparation of teaching materials and of microlessons. Prereq.: SPAN-253.
SPAN-321 Latin American Literature I, 3 cr. This course offers students an introduction to Latin American Literature from pre-Columbian times to the end of the 19th Century, through a critical analysis of representative works of poetry, narrative and drama. Topics include Nahuatl, Inca and Maya cosmogonies and poetry, literary perspectives on the Conquest, the New World Baroque, Latin American Romanticism, and Modernismo. Conducted in Spanish. Prereq.: SPAN 252 and SPAN 253.
SPAN-323 Latin American Literature II, 3 cr. This course offers students an introduction to Latin American Literature of the 20th and 21st centuries, through the critical analysis of representative works of poetry, narrative, drama, and the essay. Topics include Posmodernismo, Vanguardias, Social Realism, Regionalism, Indigenismo, Negritud, the Neobaroque, Magical Realism, Feminist Literature, Testimonio, U.S. Latina/o Literature, and contemporary trends. Conducted in Spanish. Prereq.: SPAN 252 and SPAN 253.
SPAN-326 Spanish Literature I, 3 cr. This course offers an introduction to Spanish literature written between 1200 and 1700, through a critical analysis and contextualization of representative works of poetry, fiction and drama. Topics include Medieval secular and sacred literature, and the literature of the Spanish Golden Age: the rise of the modern novel, Renaissance poetry, and literature of the Baroque. Conducted in Spanish. Prereq.: SPAN 252 and SPAN 253.
SPAN-328 Spanish Literature II, 3 cr. This course offers an introduction to Spanish literature written between 1700 and the present, through a critical analysis and contextualization of representative works of poetry, fiction and drama. Topics include Romanticism, Realism and Naturalism, Generación del 98, Generación del 27, literature of the Spanish Civil War and its aftermath, and recent literature. Conducted in Spanish. Prereq.: SPAN 252 and SPAN 253.
SPAN-353 Spanish for Teachers of Spanish, 3 cr. This capstone course is designed for the Spanish major, and in particular, for those seeking K-12 certification. In terms of language pedagogy, expressions such as student-centered and teaching-centered approaches figure prominently. In this course different pedagogical approaches will be explored as they relate to the teaching of grammar, writing, reading, vocabulary acquisition, pronunciation and intonation in Spanish. The course is conducted entirely in Spanish.
SPAN-368 Latin American Cinema, 3 cr. This course offers students a panoramic overview of Latin American cinema through the critical study of representative films in their political, economic and aesthetic contexts. Conceptually, the course is a cultural history of Latin America in the twentieth and twenty-first centuries, as seen through paradigmatic films of the Silent Period, the Avant-Garde, Studio Cinema, Neorealism, New Latin American Cinema, and contemporary cinema. Taught in Spanish. Prereq.: SPAN-314.
SPAN-376 Gabriel García Márquez, 3 cr. Critical study of the fiction of Nobel Prize Winner Gabriel García Márquez, including *One Hundred Years of Solitude*, the paradigmatic novel of Magical Realism, as well as his more recent work. Taught in Spanish. Prereq.: SPAN 321 or SPAN 323.
SPAN-400 Visión de América I, 3 cr. This course explores the images of and ideas about "America" contained primarily but not exclusively in literary works prior to the twentieth century. May address issues relevant to the field of Cultural Studies. Must be taken within the first 12 hours of enrollment in the M.A. Program. Conducted in Spanish. Prereq.: Graduate standing.

SPAN-418 Novels of the Mexican Revolution, 3 cr. This course explores the representation of the Mexican Revolution and its aftermath in Mexican literature, and the novel in particular. Taught in Spanish. Prereq.: Graduate standing.

SPAN-419 Topics In Contemporary Mexican Literature, 3 cr. This course offers a critical study of major works and currents in contemporary (1960s-present) Mexican literature, focusing on literary trends and the role of criticism in the reception and evaluation of works and literary movements. Taught in Spanish. Prereq.: Graduate standing.

SPAN-420 Visión de América II, 3 cr. This course explores the images of and ideas about "America" contained primarily but not exclusively in literary works of the Twentieth and Twenty-first Century. Must be taken within the first 12 hours of enrollment in the M.A. Program. Conducted in Spanish. Prereq.: Graduate standing.

SPAN-428 Topics in Pre-Columbian Art, 3 cr. Selected topics in Pre-Columbian art. Advanced research papers and presentations. Content changes. May be repeated for 6 credits. Taught in Spanish. Prereq.: Graduate standing.

COLLEGE OF BUSINESS AND MANAGEMENT

Michael Bedell, Ph.D., Acting Dean
Nont Dhiensiri, Ph.D., CFA, Acting Associate Dean

COLLEGE MISSION AND OVERVIEW

The College of Business and Management provides quality and accessible undergraduate and graduate education in business to a diverse student population from metropolitan Chicago and beyond. We prepare students for professional careers in an increasingly multicultural and global business environment. The college emphasizes learning through a variety of teaching methods (primarily applied and pedagogical), research and service.

College programs 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 careers in business or for additional study in graduate schools of business.

The College of Business and Management subscribes to quality standards established by AACSB International: The Association to Advance Collegiate Schools of Business, and is committed to providing a well-rounded education for a career in business, government, or non-profit organizations.

DEGREE PROGRAMS

The College of Business and Management offers undergraduate students the Bachelor of Science degree with majors in Accounting, Finance, General Business Administration, Management, and Marketing. Graduate students may pursue Master of Business Administration (MBA) or Master of Science in Accounting (MSA) degrees. The College also offers undergraduate minors in Accounting, Finance, Management, Marketing, and International Business for those who wish to supplement or expand coursework in other disciplines. A minor, however, is not a graduation requirement for Business students.

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
Classes are scheduled to accommodate the needs of full-time, part-time, and evening students.

PROGRAM ADVISEMENT OFFICE

The Program Advisement Office provides professionally staffed, centralized advisement to students who wish to enroll in undergraduate business courses. If you're considering business course work, we encourage you to contact the Program Advisement Office immediately to learn about the College's programs and procedures and to declare your intent to pursue a business major (pre-major declaration). Once you meet with a business advisor, the Program Advisement Office maintains records of your progress toward graduation and serves as a resource for information about University and College of Business and Management policies and requirements.

Contact the Program Advisement Office at:
College of Business and Management - Program Advisement Office
Room: CBM 159
Phone: (773) 442-6111

Fax: (773) 442-6110
E-mail: P-Advise@neiu.edu

PROFESSIONAL SCHOOL CURRICULUM MODEL

Consistent with the emphasis on excellence in its mission, the College has implemented a professional school curriculum model that concentrates advanced study in business subjects during the last two years of a four-year program. If you plan to enroll in Business and Management classes, you must complete liberal arts and business preparatory courses in the earlier years of your academic experience to ensure you are well-equipped for success in your business studies.

Admission to Northeastern Illinois University does not automatically constitute admission to programs offered by the College of Business and Management. If you plan to pursue a baccalaureate degree in business you must formally apply for admission to the College after you've completed the University's General Education requirements along with nine Foundation courses that provide basic skills critical for success in a business program.

If you're a Northeastern non-business student who wants to take one or more Business courses, you need not apply for admission to the College of Business and Management. You must, however, meet the same prerequisites as Business majors and minors, including completion of the College's Foundation Courses with a GPA of 2.50 or higher and grades of "C" or better in each course. As a non-business student, you may take up to 27 hours of Business courses.

At-large students – students (with or without degrees) registered at other institutions who enroll for Northeastern classes – must secure approval from the Business Program Advisors to register for any Business course.

SEQUENCE OF COURSES AND ADMISSION REQUIREMENTS

A. General Education Courses

General Education Courses are those in the arts, humanities, and sciences, which are intended to provide a diverse education for all students. These requirements are outlined in the University Academic Catalog and in the Schedule of Classes each semester. The College of Business and Management requires students complete the General Education Requirement before enrollment in any upper division (300-level) business courses.

ECON 215, ECON 217, MATH 165, and PHIL 213 fulfill both College of Business and Management course requirements and the University's General Education Requirement; however, course credit hours are only recognized once toward graduation requirements.

B. Foundation Courses

These are basic skills courses that you complete before being admitted to upper-division (300-level) study in business. Three are specific courses in Business and Management, and six are in Arts and Sciences. Check the course descriptions in this catalog for course prerequisites.

The Foundation Courses are:

ENGL-101 Writing I	3 cr.
ENGL-102 Writing II	3 cr.
MATH-165 Finite Math	3 cr.
MATH-167 Business Calculus	4 cr.

PHIL-213 Ethics **or** PHIL-215 Business Ethics	3 cr.
ECON-217* Principles of Microeconomics	3 cr.
ACTG-201* Introduction to Financial Accounting	3 cr.
ACTG-202* Introduction to Managerial Accounting	3 cr.
BLAW-285* The Legal Environment of Business	3 cr.
Total Hours for Foundation Course	**28 cr.**

* Foundation Courses that are also Core Courses.

PRE-MAJOR TRANSITION SEMESTER

If you are completing the Foundation Courses, you may enroll in 300-level business courses during the same semester under the following conditions:

1. You must be able to complete the Foundation Requirement and the General Education Requirement within that semester.
2. You must be able to complete at least 60 credit hours (45 hours for business minors) of college-level course work by the end of that semester.
3. You must have earned a 2.50 GPA for Foundation Courses that you've already completed and a 2.00 cumulative GPA for all course work you've completed at Northeastern.

Guidelines for using this privilege:

- Students must request authorization from the Program Advisement Office to utilize the transition semester opportunity through submission of the Course Request Form.
- Students failing to complete all requirements for admission to the College of Business and Management by the end of the Transition Semester may be denied permission to continue the business course sequence (restriction from enrollment in 300-level business courses) until all program admission requirements have been met.
- Generally, students will be allowed ONE SEMESTER to utilize the Transition Semester Opportunity. This includes semesters in which students receive a grade of D, F, or I, and semesters in which students withdraw from courses.
- Should a student drop a required Foundation Course during the Transition Semester, they will be expected to also drop all 300-level business courses in which they are enrolled.

C. Admission to the College of Business and Management: Declaring a Business Major and/or Minor

The following College of Business and Management admission standards must be fulfilled to become eligible to enroll in upper division (300-level) business courses and officially declare a business major or minor:

1. Fulfill the University's General Education Requirement (See the Academic Catalog or Schedule of Classes for details on fulfilling the General Education Requirement).
2. Complete each of the nine Foundation Courses (listed above) with a grade of "C" or better in each course AND earn a Foundation Course grade point average of 2.50 or higher (on a 4-point scale).
3. Complete at least 60 college credit hours of course work (45 hours for business minors), including the Foundation Courses and General Education Courses, with a cumulative grade point average of 2.00 or higher.
4. Apply and be approved for admission to the College of Business and Management. This step is equivalent to officially declaring a business major and/or minor. Contact the Office of Program Advisement at (773) 442-6111 to schedule an advisement appointment to officially declare a business major or minor.

D. Core Courses

Core courses are those that are required of all majors. Four of the Core Courses are also Foundation Courses. Please check the course descriptions in the catalog for course prerequisites.

ACTG-201* Introduction to Financial Accounting	3 cr.
ACTG-202* Introduction to Managerial Accounting	3 cr.
BLAW-285* The Legal Environment of Business	3 cr.
ECON-215 Principles of Macroeconomics	3 cr.
ECON-217* Principles of Microeconomics	3 cr.
ABF-350 Management Information Systems	3 cr.
FINA-360 Principles of Financial Management I	3 cr.
MKTG-350 Principles of Marketing	3 cr.
MNGT-368 Business Statistics	3 cr.
MNGT-370 WIP: Managing Global Business Organizations	3 cr.
MNGT-377 Production/Operations Management	3 cr.
MNGT-379 Operations Research	3 cr.
Total Hours for Core Courses	**36 cr.**

* Core Courses that are also part of the Foundation.
** MNGT 370 is the department course that fulfills the University Writing Intensive Program (WIP) Requirement

FINA 360, MKTG 350, MNGT 368, and MNGT 370 are prerequisites for more advanced business major courses. These courses must be completed prior to enrollment in advanced courses in your major.

E. Major/Minor Required Courses

Major/Minor Required Courses are those that departments require for the specialized majors and minors they offer. Specific requirements for each major and minor are listed under the departmental headings in this catalog.

All Business majors are required to take MNGT 393, Strategic Management, as the capstone course. To enroll in MNGT 393, you must be in your final semester before graduation, have completed all business Core courses, have applied for graduation, have met all university graduation requirements, and have earned a 2.50 GPA in your major courses and a 2.50 Cumulative GPA.

F. Business Electives

Elective Courses are those you choose to match your own special interests and abilities. Specific elective choices and prerequisites for each major and minor program are listed under the departmental headings in this catalog. Electives must be chosen from the preapproved list.

PREREQUISITES

The curriculum in the College of Business and Management is highly structured and carefully integrated. The content and methods of upper division courses assume that you have already completed a sequence of lower division courses, the prerequisites for those courses, and other program prerequisites that provide you with skills you will need for more advanced study. For that reason, all students—including students-at-large, non-Business majors, and non-traditional degree students—must adhere to course prerequisites, which are strictly enforced. The minimum acceptable grade for a course is "C." Grades of "D," "F," "P," "S," and "I" are not recognized as successful completion of a course or course prerequisite.

Class registration lists are monitored by the Office of Program Advisement. If you do not meet all published prerequisites for courses in which you have enrolled, you will be so notified and will be required to withdraw from those courses. You are responsible for any financial consequences of your withdrawal.

REGISTRATION INFORMATION
You can register for College of Business and Management classes online through NEIUport. Before you register, be sure that you have complied with published prerequisites and other registration requirements. If you're not sure that you have met all of the course prerequisites, contact the Program Advisors.

All courses with Incomplete grades are treated as courses in progress. A course with an Incomplete grade cannot be used to satisfy course prerequisites.

TRANSFER CREDITS FROM OTHER INSTITUTIONS
Northeastern Illinois University generally accepts courses completed at accredited colleges and universities. While the College of Business and Management usually accepts advanced business courses completed at accredited four-year colleges and universities less than six years prior, acceptance of transfer course work by Northeastern's Office of Enrollment Services does not indicate the course is equivalent to a College of Business and Management course, nor does it guarantee the transferred course(s) will meet business program requirements. In addition, lower division courses (100 or 200-level) transferred to Northeastern may not be accepted as equivalent to College of Business and Management upper division courses (300-level) even if an upper division course appears to be comparable and the course was accepted as a general elective by the Office of Enrollment Services. As a result, **TRANSFER STUDENTS SHOULD CONTACT THE PROGRAM ADVISEMENT OFFICE AS SOON AS POSSIBLE TO DETERMINE IF TRANSFER COURSES ARE APPLICABLE TO BUSINESS PROGRAMS** and if you have completed criteria to officially declare a business major or minor.

Completion of the transfer course evaluation process is necessary to confirm transfer courses may apply to College of Business and Management program requirements. Transfer course evaluation requires submission of course syllabi to the Program Advisement Office.

The College of Business and Management will accept a maximum of 24 business transfer credit hours (8 courses) toward a major program and a maximum of 9 businesses transfer credit hours (3 courses) toward a minor program. All transfer students planning to major in a business program must complete a minimum of 10 business courses at Northeastern.

Introduction to Financial Accounting, Introduction to Managerial Accounting, and Legal Environment of Business are lower division courses at Northeastern. The College will accept credit for these courses from accredited community colleges and other four-year institutions attended prior to enrollment at Northeastern provided the courses are deemed equivalent

NOTE: Transfer information is available on the COBM web-page: www.neiu.edu/~bschool/transfer.htm.

Proficiency Examinations
The College of Business and Management may accept a transferred 200-level course to satisfy a 300-level course requirement only IF you complete and pass a proficiency exam. The College offers proficiency exams BY APPOINTMENT ONLY through the Program Advisement Office for:

- Principles of Marketing
- Principles of Financial Management

- Cost Accounting
- Federal Income Tax (Individual)
- Intermediate Financial Accounting I
- Intermediate Financial Accounting II
- Management Information Systems
- Business Law I
- Business Law II
- Business Statistics

To attempt proficiency exams, you must provide documentation confirming you earned a grade of "C" or better less than six years ago in an equivalent 200-level transfer course.

("D", "F", "P", and "S" are not acceptable grades.) You may attempt an exam for a given course only ONCE and you must make the attempt prior to completion of all other College of Business and Management admission requirements. You will receive a PASS or FAIL for your performance on the exam. If you pass the exam, the credit for the transferred course and the grade earned will be applied to your business major or minor program as appropriate; however, the course credit hours will not be recognized as 300-level toward the University's upper-level course requirement.

The best strategy is to attempt proficiency exams as early as possible to allow you to plan your academic career accordingly. Contact the Program Advisement Office at 773-4426111 to obtain information or to schedule an exam

Enrolling in Multiple Institutions
Students interested in completing courses at alternate institutions after beginning enrollment at Northeastern must contact their advisor PRIOR to enrollment in the course(s) to confirm if the course may apply to degree requirements. As a general rule, all upper-division business-related coursework must be completed at Northeastern (Core, Required, and Elective business courses) once you have been admitted or re-admitted to Northeastern. (Business courses may NOT be completed at alternate institutions.) Failure to obtain permission to complete courses at an alternative institution prior to enrollment may result in rejection of the course by the University and the College.

ENROLLMENT IN BUSINESS COURSES FOR NON-BUSINESS STUDENTS
If you're a Northeastern non-business or business pre-major student who would like to enroll in one or more business courses, you must meet the same prerequisites as business majors and minors, including completion of the College's Foundation Requirement. A maximum of 27 hours of business courses (9 courses) may be completed prior to formally declaring a business major or minor.

Students-at-large must secure approval from the Program Advisement Office (room CBM 159) to register in any business course. In general, the College's Foundation Requirement is waived for students-at-large, but you must meet the specific prerequisites for business course(s) in which you seek to enroll. Students-at-large enrolled in degree programs at other institutions are responsible for confirming courses completed at Northeastern will transfer to their primary institution to satisfy degree requirements.

GRADUATION REQUIREMENTS
To earn a Bachelor of Science degree in a business major, you must meet all University graduation requirements, have completed all Foundation, Core, and Major required and elective courses in the

College of Business and Management with a grade of C or better, achieved a minimum cumulative 2.50 (on a 4-point scale) grade point average for all course work at Northeastern, and a 2.50 GPA for all of your Major course work (Core Courses plus required and elective courses in your Major). Business Minors must earn a 2.50 or higher GPA for all required and elective courses in the Minor.

FILING FOR GRADUATION

To apply for graduation, contact the Program Advisors two semesters prior to the term in which you plan to graduate. See approximate dates below:

GRADUATION GOAL	DEADLINE FOR FILING
May	Previous September
August	Previous January
December	Previous May

Major and minor graduation forms are valid for a one-year period from the date on the form. If you do not graduate within that period, you must contact the Program Advisors to complete a new graduation form for the University's graduation evaluators.

ADDITIONAL ACADEMIC REGULATIONS

Governing Standards

The requirements that govern business major and minor programs are those that were published in the Academic Catalog at the time you most recently officially declared a business major or minor. Changes in course prerequisites are an exception, becoming applicable as they are enacted.

If you are absent from the University for one year or longer, your student status is inactivated. You revert to undeclared status, must re-apply for admission to the University and the College upon return, and must meet all current University, declaration, and business program requirements to qualify for a Bachelor Degree.

REPEAT COURSE POLICY/Duplication of Course Credit

Courses may only apply to one degree program. You must complete separate courses to fulfill credit hour requirements for all programs when completing multiple business programs (two majors or a major and a minor program). When the same course is required for multiple programs, the department chairperson of the second program must approve a course to be completed to satisfy credit hour requirements for that program.

The College calculates your Foundation and Major grade point averages for College requirements using the most recent grade for repeated courses. This is in compliance with the University's cumulative grade point average policy (discussed below).

University policy permits students to repeat courses. The most recent grade and corresponding grade points from repeated courses are used to calculate the cumulative grade point average. Previous grade(s) are not included in calculation of cumulative grade point average or hours earned regardless of which grade is higher. All courses count only once toward the 120 credit hour minimum required for graduation. Students who repeated a course prior to Summer 2008 in which a grade of "C" or above was earned will have all grades calculated in the cumulative grade point average, but will only earn credit hours for the course once.

Note: **ALL grades received for all courses appear on the transcript.**

Class Attendance/Course Withdrawals
In accordance with University policy, you're expected to attend the first class session of all courses in which you are enrolled to confirm your registration. If you stop attending classes, you must officially withdraw from the course through established University procedures (NEIUport). Failure to officially withdraw from a course you stop attending for any reason is the same as failing the course. A permanent grade of F will appear on your transcript.

Pass/Fail Policy
Pass grades ("P") are not permitted to satisfy any degree requirements. Only grades of "C" or better fulfill courses requirements.

Requirements for Multiple Business Majors
Students who wish to complete a second business major must take a minimum of 30 additional credit hours beyond the course work required for the first major. These credit hours must consist of at least 24 credits in the second major discipline. The remaining 6 elective credits may be any courses offered by the College of Business and Management.
Contact the College's Office of Program Advisement
for further information.

Aging of Course Work
The College of Business and Management may evaluate business coursework for currency and may reject courses that are deemed to be dated/aged (completed six or more years prior to enrollment or re-enrollment at NEIU). These courses must be repeated. This applies to all students - new, returning, and continuous.

GRADUATE PROGRAMS

Overview
The College of Business and Management offers graduate programs in business leading to the **Master of Business Administration (MBA) degree** and the **Master of Science in Accounting (MSA) degree.** Your undergraduate degree need not be in a business subject in order to pursue either of these business graduate degrees. Students who have majored in business as undergraduates may be waived from some or all of the Phase I course requirements in each degree track. Non-business undergraduate majors, however, may be required to complete all Phase I courses.

Admission to the Graduate Business Programs
The College of Business and Management offers two graduate degree programs in business – the Master of Business Administration (MBA) and the Master of Science in Accounting (MSA). As a general policy, the College of Business and Management requires a GPA of at least 2.75 and minimum Graduate Management Admissions Test (GMAT) score of 450 or an equivalent Graduate Records Exam (GRE) score of each applicant.

The first step toward being considered for admission to the MBA or MSA programs is to submit an application to the Northeastern Illinois University College of Graduate Studies & Research. The second step is to send all supporting materials (see below) directly to the MBA or MSA coordinator. The complete application portfolio will then be reviewed by the College of Business and Management Admissions

Committee. Applicants can download application materials from the NEIU College of Graduate Studies & Research webpage.

The Admissions Committee evaluates each application on the basis of (1) transcripts of all prior undergraduate and graduate course work; (2) performance on the GMAT or GRE; (3) a one-page type-written statement of career goals and objectives; (4) two letters of recommendation; and (5) resume and any other evidence (such as work experience) that can help the committee assess your qualifications.

Full Admission
To be considered for full admission to graduate business programs, each applicant must achieve a GMAT score of at least 450 out of 800 or an equivalent GRE test score computed using the GRE conversion table, and an undergraduate cumulative GPA of 2.75 or higher (on a 4.0 scale). Generally, 146 on each part of the GRE is equivalent to GMAT score of 450. Additionally, international applicants are required to take the TOEFL exam and score at least 550 on the paper test or 213 on the computer-based tests. All undergraduate transcripts from foreign countries must be professionally evaluated by the appropriate body, such as Educational Credential Evaluators (ECE).

A composite index score is computed based on the applicant's undergraduate GPA and GMAT or GRE scores. The applicant's undergraduate GPA is multiplied by 200 and the resultant product is added to the applicant's GMAT or GRE score to derive a composite index score. A composite index score of at least 1,000with GMAT (or equivalent GRE), with GMAT, GRE and GPAs at or above the minimum, will be considered for admission.
(GPA x 200) + GMAT (or equivalent index of GRE) = 1,000

Conditional Admission
Applicants may be considered for conditional acceptance if either the GPA or the GMAT (or GRE) requirement is slightly below minimum, as long as a composite index equals or exceeds 1,000 points (or equivalent index of GRE based on GRE conversion table).An applicant accepted conditionally needs to maintain a grade point average of 3.0 on a scale of 4.0 on the first 9 credit hours, after admission. At the discretion of the College of Business and Management Admissions committee, students granted conditional admission to the graduate business programs may be subjected to academic load opportunities, and to other requirements stipulated at the time conditional admission is offered. Most of the graduate students accepted into the MBA or MSA programs fall into one of the above categories. However, occasionally, if the applicant's index score is marginally less than 1,000 with GMAT (or equivalent GRE), the applicant may also be admitted provisionally. This is done on a case-by-case basis, after careful scrutiny of the particulars of the applicant's situation.

Exceptions Policy for GMAT/GRE Scores
An applicant may request a GMAT/GRE waiver as part of their application process. If, upon review by the Admissions Committee, the applicant is considered admissible without a GMAT/GRE score, that requirement will be waived. An applicant may also request personal interview. No waivers will be granted to international applicants. Note: A GMAT preparation course is available through COBM-NEIU. Call the Graduate Studies in Business Office at 773-442-6107 for details.

Deficiencies
Students may be advised to enroll in certain undergraduate courses before registration in graduate business courses if there are deficiencies in their academic background, particularly in mathematics, computer skills, writing, and language skills. Any courses taken at the undergraduate level to correct such

identified deficiencies will not count toward the graduate degree; for example, Finite Math and Business Calculus or their equivalencies are required for all graduate program applicants but will not count toward the graduate degree.

Transfer Credits
Request for transfer credits with supporting documents/ transcripts should be submitted to the Graduate College. A student may apply a maximum of 9 transfer semester hours of graduate credit from the degree granting program of another accredited college or university to Phase II curriculum requirements upon the recommendation of the Coordinator of the Graduate Studies in Business and with the approval of the Dean of the College of Business and Management and the Dean of the Graduate College.

Advising
The Coordinators of the Graduate Studies in Business are the graduate advisors for all students seeking admission to the MBA and the MSA programs. All graduate students, irrespective of status, must secure official course authorization from the appropriate Coordinator of their graduate business program prior to registration in order to enroll in any graduate course offered by the College of Business and Management.

Course Enrollment Guidelines
Full-time graduate business students are strongly advised to enroll for no more than nine 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. Exceptions are approved by the Coordinator of the Graduate Studies in Business.

Course Scheduling/Online Courses
Nearly all graduate business courses being offered are scheduled for evening (most often) or Saturday (less often) time periods. 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. Beginning in Fall 2010, some graduate courses in business will be offered in an online format. These classes will be offered over the internet. Though regular classroom attendance may be avoided, some of these classes may require some campus attendance, as for a final. The content of the course will be the equivalent of the courses offered on campus.

Alternatives to Standard Courses
Up to six credit hours of elective courses may be earned through two types of supervised activities: an independent project and a master's thesis. A student may register for no more than one independent project (three credit hours). A thesis is a scholarly endeavor equal to six credit hours of standard courses. For further details about either of these alternatives, please contact a Coordinator in the Graduate Studies in Business program.

MASTER OF BUSINESS ADMINISTRATION (MBA) PROGRAM
The MBA Program provides students with a broad knowledge base in the area of business and management which will prepare them for mid- and upper-level positions in both the private and public sectors, including the manufacturing, service, financial, institutional, and government fields. The MBA Program offers a challenging and practical orientation to the complexities of modern business management and to the tools necessary for business decision- making. Students with no prior education in

business will be required to complete 58 credit hours: i.e., 25 credit hours of Phase I Foundation Courses and 33 credit hours from the Phase II Advanced Graduate Business Core Curriculum. Students with prior formal education in business may petition to waive up to 25 credits from the Phase I Foundation. This waiver of up to 25 credits for students with prior education in business depends upon the specific makeup of their undergraduate experiences and the grades received. Decisions regarding course waivers will be made by the MBA Program Coordinator at the time an admissions decision is reached.

Within the core (Phase II) requirement, each MBA student selects three elective courses focused toward their particular interests.

MBA Program Requirements

Phase I - Foundation Courses - Required for all MBA students unless specific waivers have been granted based upon prior equivalent course work.

ACTG-400 Fundamentals of Accounting	4 cr.
(or ACTG 201 and ACTG 202 6 cr.)	
BLAW-400 Legal Environment of Business	2 cr.
(or BLAW 285 3 cr.)	
FINA-400 Fundamentals of Financial Management	2 cr.
(or FINA 360 3 cr.)	
ECON-401 Fundamentals of Business Economics	4 cr.
MKTG-400 Fundamentals of Marketing	2 cr.
(or MKTG 350 3 cr.)	
MNGT-400 Managing Organizations.	2 cr.
(or MNGT 370 3 cr.)	
MNGT-401 Business Statistics	2 cr.
(or MNGT 368 3 cr.)	
	Total 18 cr.

Phase I requirements may also be met by completing selected undergraduate equivalent courses. Further information about this option is available from the Graduate Studies in Business Office.

Phase II - Advanced Graduate Business Core Courses -Required for all MBA students.

ACTG-402 Managerial Accounting	3 cr.
ACTG-403 Management of Information Systems and Technology	3 cr.
FINA-402 Issues in Corporate Finance	3 cr.
MKTG-402 Marketing Management	3 cr.
MNGT-402 Applied Business Research	3 cr.
MNGT-403 Leadership and Organizational Behavior	3 cr.
MNGT-404 Production/Operations Management	3 cr.
MNGT-502 Business Policy	3 cr.
	Total 24 cr.
Elective Courses	9 cr.
	Total for Degree 33 - 51 cr.

MASTER OF SCIENCE IN ACCOUNTING (MSA) PROGRAM

The MSA curriculum is designed to meet the needs of students with or without undergraduate preparation in business or accounting. The MSA Program prepares students for the changing accounting profession of

the new millennium. The MSA core courses provide students with a balanced, rigorous, and in-depth exposure to the building blocks for a well-educated accountant with an advanced degree in financial accounting, managerial accounting, auditing, income taxation, and research methodology. The program also requires students to take elective courses in accounting and non-accounting fields so that graduates from the program can become an integral part of the business world's information management team and be able to make decisions in a multi-disciplinary business environment. The pedagogical approach throughout the program emphasizes analysis, critical thinking, life-long learning skills, team work, interpersonal and communications skills, leadership ability, and cultural awareness. These are the competencies needed by those who must compete in the global business environment. In addition, **the program enables students to meet the 150 semester hours of course work requirement needed to take the CPA exam in the states which have enacted the legislation.**

MSA Program Requirements

A two-phase structure enables students from business and non-business backgrounds to progress conveniently toward degree completion with a minimum of redundant courses. Students with no prior education in business must complete both the Accounting Foundations and the Business Foundations as described under Phase I of the MSA program. Students with a prior education in business but not in accounting are required to show proficiency in the Accounting Foundations of Phase I through either course work or by passing a proficiency examination. No courses listed under Phase I can be counted in Phase II. Decisions regarding Phase I course waivers will be made by the MSA Program Coordinator at the time an admissions decision is reached.

Phase I - Foundations

Accounting Foundations

If a student's undergraduate degree is in business but not in accounting, the student is required to show proficiency in the following five accounting courses and in business calculus through either (a) competent course work, or (b) by passing a proficiency examination. There are six prerequisite courses. They are not part of the MSA degree and cannot be applied to the MSA degree. Students must first successfully complete these Accounting Foundations courses before full admission is granted to the MSA program and before they will be permitted to take Phase II courses.

ACTG-301 Cost Accounting	3 cr.
ACTG-307 Auditing Theory and Problems	3 cr.
ACTG-310 Federal Income Tax (Individual	3 cr.
ACTG-321 Intermediate Financial Accounting I	3 cr.
ACTG-322 Intermediate Financial Accounting II	3 cr.
MATH-167 Business Calculus	4 cr.
	Total 19 cr.

Business Foundations

If a student's undergraduate degree is not in business, the student is required to fulfill the above Accounting Foundation requirements plus the following 23 hrs. of Business Foundation Courses. No courses listed under Phase I can be counted for credit in Phase II.

ACTG-400 Fundamentals of Accounting	4 cr.
(or ACTG 201 and ACTG 202 6 cr.)	
BLAW-400 Legal Environment of Business	2 cr.
(or BLAW 285 3 cr.)	

FINA-400 Fundamentals of Financial Management....	2 cr.
(or FINA 360 3 cr.)	
ECON-401 Fundamentals of Business Economics	4 cr.
MKTG-400 Fundamentals of Marketing	2 cr.
(or MKTG 350 3 cr.)	
MNGT-400 Managing Organizations.	2 cr.
(or MNGT 370 3 cr.)	
MNGT-401 Business Statistics	2 cr.
(or MNGT 368 3 cr.)	
Total 18 cr.	

Phase I requirements may also be met by completing selected undergraduate equivalent courses (above). Further information about this option is available from the MBA/MSA Coordinator's office.

Phase II: Accounting Core and Electives

After admission to the MSA program, all students are required to complete a minimum of 30 semester hours beyond the above requirements. All 30 semester hours of course work must be in graduate level courses.

Accounting Core (15 hours)

ACTG-407 Auditing Theory and Practice	3 cr.
ACTG-412 Accounting for Planning and Control	3 cr.
ACTG-421 Current Topics in Financial Accounting	3 cr.
ACTG-430 Research Methodology in Accounting	3 cr.
ACTG-440 Tax Research and Procedure	3 cr.
Total Accounting Core	15 cr.

Accounting Electives **6 cr.**

Two electives from the following:

ACTG-406 Governmental and Not for Profit Accounting	3 cr.
ACTG-408 Information Technology Auditing	3 cr.
ACTG-413 Advanced Management Accounting	3 cr.
ACTG-422 Financial Statement Analysis	3 cr.
ACTG-441 Estate, Gift and Trust Taxation	3 cr.
ACTG-451 Accounting Information Systems	3 cr.
ACTG-480 Issues in International Accounting and Multinational Business Operations	3 cr.
ACTG-500 Master's Project	3 cr.
COBM-414 Management Consulting	3 cr.

Non-Accounting Electives **9 cr.**

(must be approved by the MSA Program Coordinator) _____

Total Program Hours 30 cr.

DEPARTMENTS/ PROGRAMS

ACCOUNTING, BUSINESS LAW AND FINANCE

Stijepko Tokic, J.D., L.L.M., Associate Professor of Accounting, Chair
Sara Aliabadi, Ph.D., Assistant Professor of Accounting
Hong Gee Chen, Ph.D., Associate Professor of Accounting
Ring Chen, Ph.D., C.P.A., Associate Professor of Accounting
Nont Dhiensiri, Ph.D., C.F.A., Associate Professor of Finance
Alireza Dorestani, Ph.D., Associate Professor of Accounting
Essam Elshafie, Ph.D., Associate Professor of Accounting
Charletta Gutierrez, Ph.D., Associate Professor of Management Information Systems
Richard Kilpatrick, Ph.D., Assistant Professor of Business Law
Emmanuel Nyadroh, Ph.D., Assistant Professor of Accounting
Narendar Rao, Ph.D., C.F.M., C.M.A., C.B.M., Professor of Finance
Rasoul Rezvanian, Ph.D., Professor of Finance
Xiaohong (Sara) Wang, Ph.D., Assistant Professor of Finance
Chunwei Xian, Ph.D., Assistant Professor of Accounting
Ai-Ru Yen, Ph.D., Associate Professor of Accounting
Myung-Ho Yoon, Ph.D., 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	
Business and Management Core Courses	**36 cr.**
Required Major Courses	**24 cr.**
*ACTG-301 Cost Accounting I	3 cr.
ACTG-307 Auditing Theory and Problems	3 cr.

*ACTG-310 Federal Income Tax (Individual	3 cr.
ACTG-321 Intermediate Financial Accounting I	3 cr.
*ACTG-322 Intermediate Financial Accounting II	3 cr.
*ACTG-324 Advanced Financial Accounting	3 cr.
BLAW-380 Business Law I	3 cr.
MNGT-393 Strategic Management	3 cr.
Two Electives from the following	**6 cr.**
ACTG-306 Accounting for Non-Profit Organizations	3 cr.
ACTG-311 Federal Income Tax (Corporate)	3 cr.
ACTG-312 Cost Accounting II	3 cr.
ACTG-325 Contemporary Financial Accounting Issues	3 cr.
BLAW-381 Business Law II	3 cr.

Total Credit Hours for Accounting Major 66 cr.

*These courses include an international component.

Recommended Professional Courses for Certification as a CPA, CMA, and CIA
Baccalaureate degree-holders who wish to prepare for professional certification examinations may register as students at-large in selected courses in order to supplement previous academic work. Contact the Chair of the Department of Accounting, Business Law and Finance for information and course enrollment authorization. Recommended professional certification courses include:

ACTG-306 Accounting for Non-Profit Organizations
ACTG-311 Federal Income Tax (Corporate)
ACTG-312 Cost Accounting II

Major in Finance for the Bachelor of Science Degree	
Business and Management Core Courses	**36 cr.**
Required Courses	**15 cr.**
FINA-362 Investment	3 cr.
FINA-366 Financial Institutions and Markets	3 cr.
FINA-371 International Financial Management	3 cr.
FINA-373 Intermediate Financial Management	3 cr.
MNGT-393 Strategic Management	3 cr.
Three Courses from the following list:	**9 cr.**
FINA-363 Security Analysis	3 cr.
FINA-365 Personal Financial Planning	3 cr.
FINA-364 Problems in Business Finance	3 cr.
FINA-367 Short-Term Financial Management	3 cr.
FINA-369 Speculative Markets	3 cr.
FINA-370 Option Pricing: Theory and Strategy Applications	3 cr.
FINA-374 Future Trading Strategy	3 cr.
FINA-377 Real Estate Finance	3 cr.
FINA-378 Introduction to Risk Management and Insurance	3 cr.
ACTG-310 Federal Income Tax (Individual	3 cr.
ACTG-311 Federal Income Tax (Corporate)	3 cr.

Total 60 cr.

Minor in Accounting
This minor provides the background for professional entry level positions in accounting.

Required Courses	**15 cr.**
ACTG-301 Cost Accounting I	3 cr.
ACTG-307 Auditing Theory and Problems	3 cr.
ACTG-310 Federal Income Tax (Individual	3 cr.
ACTG-321 Intermediate Financial Accounting I	3 cr.
ACTG-322 Intermediate Financial Accounting II	3 cr.

Two courses from the following	**6 cr.**
ACTG-306 Accounting for Non-Profit Organizations	3 cr.
ACTG-311 Federal Income Tax (Corporate	3 cr.
ACTG-312 Cost Accounting II	3 cr.
ACTG-324 Advanced Financial Accounting	3 cr.
ACTG-325 Contemporary Financial Accounting Issues	3 cr.
	Total 21 cr.

Minor in Finance
This minor provides an introduction to finance for students interested in the financial aspects of organizations.

Required Courses	**15 cr.**
FINA-360 Principles of Financial Management	3 cr.
FINA-362 Investment	3 cr.
FINA-363 Security Analysis	3 cr.
FINA-366 Financial Institutions and Markets	3 cr.
FINA-373 Intermediate Financial Management	3 cr.

Two courses from the following	**6 cr.**
FINA-364 Problems in Business Finance	3 cr.
FINA-367 Short-term Financial Management	3 cr.
FINA-368 Financial Management of Financial Institutions	3 cr.
FINA-369 Speculative Markets	3 cr.
FINA-370 Option Pricing: Theory and Strategic Applications	3 cr.
FINA-371 International Financial Management	3 cr.
FINA-372 Portfolio Management	3 cr.
FINA-374 Futures Trading Strategies	3 cr.
FINA-375 Debt Markets and Portfolio Strategies	3 cr.
FINA-376 Technical Analysis of the Futures Markets	3 cr.
FINA-377 Real Estate Finance	3 cr.
FINA-378 Introduction to Risk Management and Insurance	3 cr.
	Total 21 cr.

COURSE OFFERINGS

A note on prerequisites for undergraduate courses: Prerequisites are cumulative, i.e., some prerequisites have prerequisites of their own that must also be successfully completed.

A note on prerequisites for graduate courses: Access to all graduate business courses requires admission to the MBA and/or MSA programs, and access to all Phase II Advanced Graduate Business Core Courses and Concentration courses requires completion of the Phase I Foundation Courses.

COBM-385 Advanced Topics in Business, Topic Varies, 3 cr. A cross-disciplinary, topic varies, undergraduate course designed to examine leading-edge topics in business. Prereq.: Declared business major or minor and consent of Chairperson and COBM Dean.
COBM-414 Management Consulting, 3 cr. The philosophy, concepts, techniques and processes underlying management consulting practice in business and other operations. Topics include client's problem identification, proposal development, data collection and analysis, and communicating to the client appropriate solution and implementation recommendations. Project management and interpersonal skills needed to be a successful management consultant, as well as ethical issues of the management consulting profession, will also be addressed. Case studies, software tools and guest lecturers will be used in the course. Prereq.: Completion of all Phase I courses or equivalent plus a minimum of nine credit hours of Phase II courses, which must include MNGT-402 or ACTG-430.
COBM-485 Advanced Topics in Business, Topic Varies, 3 cr. A cross-disciplinary, topic varies, graduate course designed to examine leading-edge topics in business. Prereq.: Graduate standing and consent of Chairperson and COBM Dean.

ABF
ABF-350 Management Information Systems, 3 cr. This course centers on the use of computer based information systems (IS) to provide quality information upon which business decisions are made. The course presents the theory and practice involved with organization-wide usage of information technology (IT). The course also integrates the core business areas of management, marketing, finance, international activities, and ethics as they relate to information systems. Special attention is given to the tools available for providing decision makers with quality information and the implications of information systems for achieving a competitive advantage. Prereq.: All Foundation Courses including ACTG-202.
ABF-403 Management of Information Systems and Technology, 3 cr. This course examines two major and related concepts: the management of information and the management of technology. Students investigate issues and approaches in managing the information system (IS) function and how the IS function supports and enables organizational capabilities and strategies. Principles underlying the acquisition, application, and management of technology are considered. Special attention is given to management information systems (MIS) and to information technology (IT) applications which support managerial decision-making and enhance organizational competitiveness. Relevant business cases are studied to reinforce conceptual learning. Prereq.: ACTG 400 or equivalent and graduate standing.

Accounting
ACTG-201 Introduction to Financial Accounting, 3 cr. Accounting is a system for measuring economic activities. This course introduces to students the underlying assumptions, concepts, and methods of financial accounting regarding the recording, processing, and reporting of an organization's economic activities in financial statements to external decision makers. Prereq.: MATH-165 and MATH-167 (may be taken concurrently).
ACTG-202 Introduction to Managerial Accounting, 3 cr. This course focuses on managerial accounting. It emphasizes the use of accounting information for management planning and control decisions. Topics

include analysis of cost behavior, budgeting, and other managerial issues. Prereq.: MATH-165 and MATH-167 and ACTG-201.

ACTG-300 Principles of Accounting, 3 cr. This course surveys the basic accounting concepts and procedures used in the preparation of financial statements, statement analysis, and managerial planning and control. Topics covered include financial accounting for external reporting and managerial accounting for internal planning. The course is targeted toward undergraduate non-business-major students with no prior knowledge of accounting, to study and obtain an overall fundamental understanding and appreciation of the use of accounting information. This course cannot be counted for credit toward a major in business. Prereq.: MATH-092 or equivalent.

ACTG-301 Cost Accounting I, 3 cr. The course expands upon the study of accounting information that is needed by management to plan and control various operations of an organization and to price products and services. Topics include job order and process costing systems, standard costing and variance analysis, budgeting, direct, absorption and throughput costing, and cost-volume-profit (including break-even) analysis. Prereq.: All Foundation Courses Including ACTG-202.

ACTG-306 Accounting for Non-Profit Organizations, 3 cr. A study of the special techniques employed in recording and reporting financial data of non-profit governmental units and private non-profit organizations. Prereq.: ACTG-322.

ACTG-307 Auditing Theory and Problems, 3 cr. Auditing contributes to the reliability of financial and other information. 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, auditor's legal liability, and a study of A.I.C.P.A. industry audit guides. Prereq.: ACTG-322.

ACTG-308 Advanced Auditing, 3 cr. 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. Prereq.: ACTG-307.

ACTG-309 Foundations of Forensic and Investigative Accounting, 3 cr. The purpose of this course is to cover important topics associated with contemporary forensic and investigative accounting. Topics include fraud auditing, litigation support, valuation, cybercrime, and other key forensic topics. Prereq. ACTG-201 and ACTG-202.

ACTG-310 Federal Income Tax (Individual), 3 cr. 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. Prereq.: All Foundation Courses including ACTG-202.

ACTG-311 Federal Income Tax (Corporate), 3 cr. 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. Prereq.: ACTG-310.

ACTG-312 Cost Accounting II, 3 cr. 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. Prereq.: ACTG-301.

ACTG-313 Internal Auditing and Management Control, 3 cr. 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. Prereq.: ACTG 307 and ABF 350.

ACTG-321 Intermediate Financial Accounting I, 3 cr. This is the first course in the professional financial accounting sequence. This course emphasizes the conceptual framework underlying financial accounting, preparation of financial statements, and the accounting treatment of current assets, long-term assets, and current liabilities. Prereq.: All Foundation Courses including ACTG-202.
ACTG-322 Intermediate Financial Accounting II, 3 cr. 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. Prereq.: ACTG-321.
ACTG-324 Advanced Financial Accounting , 3 cr. This is the third course in the professional financial accounting sequence. This course emphasizes consolidations for large multi-national and domestic corporations. Prereq.: ACTG-322.
ACTG-325 Contemporary Financial Accounting Issues, 3 cr. 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. Prereq.: ACTG-322.
ACTG-380 International Accounting, 3 cr. 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. Prereq.: ACTG 322.
ACTG-382 Internship in Accounting, 3-6 cr. Prereq.: consent of Chairperson and Dean's Office.
ACTG-386 Independent Study in Accounting, 1-3 cr. Prereq.: Consent of Chairperson and Dean's Office.
ACTG-400 Fundamentals of Accounting, 4 cr. This course is designed for graduate students with no prior knowledge of accounting. Students will study and obtain an overall fundamental understanding and appreciation of the use of accounting information for making business decisions. This is a condensed, fast-paced course that addresses the topics of financial accounting for external reporting and managerial accounting for internal planning, control, and decision-making of business operations. Prereq.: graduate standing.
ACTG-402 Managerial Accounting, 3 cr. This course focuses on managerial accounting. Managerial accounting is a company's internal language. It emphasizes the use of accounting information for planning, control, and decision making. Topics include relevant costing, cost behavior analysis, product costing, budgetary control, and performance evaluation. Prereq.: ACTG 400 or equivalent and graduate standing.
ACTG-406 Governmental and Not-for-Profit Accounting, 3 cr. This course is designed to introduce students to the requirements of accounting for not-for-profit and federal, state, and local governmental entities. These entities are required to follow the pronouncements of either the Financial Accounting Standard Board or the Government Accounting Standards Board. The financial accounting and reporting concepts, standards and procedures applicable to federal, state, and local governmental entities and not-for-profit organizations will be discussed. Prereq.: ACTG-400 or equivalent and graduate standing.
ACTG-407 Auditing Theory and Practice, 3 cr. Integrates accounting standards, accounting systems, internal control structures and the dual auditing functions of obtaining and evaluating evidence - all within the context of a professional environment. Prereq.: ACTG 421 or equivalent and graduate standing.
ACTG-408 Information Technology Auditing, 3 cr. The purpose of this course is to teach students how to audit computer-based accounting information systems; therefore, this course focuses on evaluation of accounting systems controls, tests accounting data integrity, and discusses the nature and use of expert systems in accounting with emphasis on their use as an audit tool. Prereq.: ACTG-307.
ACTG-409 Forensic and Investigative Accounting, 3 cr. This course is designed to introduce students to basic topics associated with forensic and investigative accounting. It helps students to understand and design procedures related to fraud detection, computing economic damages, and business valuation, among other topics. Prereq.: ACTG 307 and Graduate standing.

ACTG-410 Seminar in Tax Planning, 3 cr. 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. Prereq.: ACTG-400 or equivalent and graduate standing.

ACTG-412 Accounting for Planning and Control, 3 cr. 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. Prereq.: ACTG-400 or equivalent and graduate standing.

ACTG-413 Advanced Management Accounting, 3cr. Covers various analytical models of management accounting, information economics, incentive contracting, cost and performance assessment, agency theory, behavior aspects of management accounting and other current issues in management accounting research. Prereq.: ACTG-412 or equivalent and graduate standing,

ACTG-421 Current Topics in Financial Accounting, 3 cr. 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. Prereq.: ACTG-400 and graduate standing.

ACTG-422 Financial Statement Analysis, 3 cr. This course is designed to prepare students to interpret, analyze and evaluate corporate financial statements effectively for the purpose of reaching informed lending, investment, and other business related decisions. Topics include overview of financial statements, assessment of accounting quality, tools of profitability and risk analysis, preparation of forecasted financial statements, and firm valuation models. Prereq.: ACTG-400 or equivalent and graduate standing.

ACTG-430 Research Methodology in Accounting, 3 cr. Provides a thorough understanding of research methodologies in accounting. The approach is to take a central research question and pursue its dimensions which include: importance of the question posed, the research design to evaluate that question, threats to the credibility of potential inferences drawn, research types that could be applied to the same question, and challenges in communication and interpretation. Prereq.: ACTG-400 or equivalent and graduate standing.

ACTG-440 Tax Research and Procedure, 3 cr. The purpose and methods of conducting tax research and communicating tax research conclusions. The course will focus on Internal Revenue practice and procedures. Tax policy, issues in taxpayer compliance, and taxpayer and tax preparer responsibilities will also be addressed. Prereq.: ACTG-410 or equivalent and graduate standing.

ACTG-441 Estate, Gift and Trust Taxation, 3 cr. Current laws, cases, rulings, and regulations useful for estate planning purposes are discussed. Topics include estate valuation, gift planning, estate planning and trusts, life insurance, joint tenancy, powers of appointment, pre-marital and marital dissolution agreements, community property, and generation-skipping transfer tax. Planning for estate tax minimization will be emphasized. Prereq.: ACTG-410 or equivalent and graduate standing.

ACTG-451 Accounting Information Systems, 3cr. In-depth coverage of the concepts and techniques underlying the development, use and control of computerized accounting information systems are evaluated. Focus is on the understanding of accounting information and accounting information systems, and the underlying theory and practice of internal control systems. Particular emphasis will be placed on how information systems, including spreadsheets, databases, and other information technologies, serve as the basis for the functional areas of accounting and business through a case study approach. Prereq.: ACTG-400 or equivalent and graduate standing.

ACTG-480 Issues in International Accounting and Multinational Business Operations, 3 cr. In-depth discussion of accounting issues and problems faced by companies with multinational operations. Topics include issues related to foreign currency translator, consolidation of foreign subsidiaries, foreign investment, international transfer pricing, analysis of foreign investment. Issues in the ethical conduct of

multinational operations and in the Foreign Corrupt Practices Act will also be discussed. Prereq.: ACTG-421 or equivalent and graduate standing.
ACTG-500 Master's Project, 3 cr. Approval of major advisor is necessary.
ACTG-501 Master's Thesis, 3 cr. Approval of major advisor is necessary.

Business Law
BLAW-285 The Legal Environment of Business, 3 cr. This survey course traces the history and development of the legal environment of business. Topics include elements of the law and the judicial process, elements of traditional business law, and the government regulation of business. Prereq.: 30 credit hours of college work.
BLAW-380 Business Law I, 3 cr. 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. Prereq.: BLAW-285.
BLAW-381 Business Law II, 3 cr. 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. Prereq.: BLAW-285.
BLAW-400 Legal Environment of Business, 2 cr. This course centers on the American legal system as one sphere of influence in the business operations of an organization. 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 organization's manager are stressed as part of the practical decision making environment. Prereq.: graduate standing.
BLAW-410 International Business Law, 3 cr. This course will include materials on the international legal environment, international economic associations, such as WTO, conflicts of law, international contracting, letters of credit, exporting/ importing issues, including tariffs, and other aspects of international business transactions. The purpose is to prepare an MBA student to be able to understand the legal issues that are involved in international business transactions. Prereq.: graduate standing.

Finance
FINA-360 Principles of Financial Management, 3 cr. The purpose of this course is to provide a broad overview of the fundamental concepts in financial management such as creation of value for the shareholders, ratio analysis, time value of money, stock and bond valuation, risk and return, cost of capital and capital budgeting. Prereq.: All Foundation Courses completed.
FINA-362 Investment, 3 cr. An introduction to financial markets. Particular emphasis is placed on valuation and the characteristics of different financial assets. Prereq.: FINA-360.
FINA-363 Security Analysis, 3 cr. This course analyzes the factors affecting the market valuation of securities utilizing fundamental analysis and modern portfolio theory. Prereq.: FINA 360.
FINA-364 Problems in Business Finance, 3 cr. 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. Prereq.: FINA-360 and senior status.
FINA-365 Personal Financial Planning, 3 cr. This course is a broad-based introduction to a wide range of personal financial topics, including setting financial goals, budgeting, saving and credit management, insurance, tax planning, asset acquisition, investments, and retirement planning. It will provide the informational and decision-making tools needed for implementing a sound personal financial plan. Prereq.:MATH-165 and FINA-360

FINA-366 Financial Institutions and Markets, 3 cr. The course is designed to provide students with a broad and integrated view of the concepts and principles of the financial system as well as an understanding of pertinent issues faced by different types of financial institutions. Prereq.: FINA-360.
FINA-367 Short-term Financial Management, 3 cr. This course focuses on short-term assets and liabilities and discusses the implications of short-term financial management from the perspective of value creation. It also develops skills useful to a bank loan officer, a credit analyst, a cash manager, or a corporate treasurer. Prereq.: FINA 360
FINA-368 Financial Management of Financial Institutions, 3 cr. The objective of this course is to expose the student to the techniques of financial management employed by the financial institutions and other financial intermediaries. The course emphasizes the use of tools for decision making within a financial institutional framework which is in a state of transition. Prereq: FINA-360.
FINA-369 Speculative Markets, 3 cr. This course reviews the mechanics of the major futures contracts: commodities, financial, stock index, and currency futures. Particular emphasis is placed n hedging price risk with futures contracts, and speculating with futures and options contracts. The student is expected to complete a project involving a simulated trading game involving futures and options. Prereq.: FINA-360.
FINA-370 Option Pricing: Theory and Strategic Applications, 3 cr. 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. Prereq.: FINA-360.
FINA-371 International Financial Management, 3 cr. 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. Prereq.: FINA-360.
FINA-372 Portfolio Management, 3 cr. 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. Prereq.: FINA-360 and MNGT-368.
FINA-373 Intermediate Financial Management, 3 cr. This course is an extension of FINA 360. It seeks to build upon the theoretical framework developed in FINA 360, enabling students to acquire new conceptual and applied knowledge of corporate finance. The course covers, among other topics, advanced issues in capital budgeting, optimal capital structure theory, dividend policy, buy versus lease decisions, mergers, bankruptcies and reorganizations. Prereq.: FINA-360.
FINA-374 Futures Trading Strategies, 3 cr. The course is designed to emphasize the practical, rather than theoretical, aspects of futures markets. Students will be exposed to technical analysis, mechanical system development, and to disciplined money management techniques. The student is expected to participate in a simulated trading game involving futures. Prereq.: FINA-360
FINA-375 Debt Markets and Portfolio Strategies, 3 cr. 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. Prereq.: FINA-360.
FINA-376 Technical Analysis of the Futures Markets, 3 cr. 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. Prereq.: FINA-360.
FINA-377 Real Estate Finance, 3 cr. The primary objective of this course is to provide an overview of real estate finance. This course involves an exploration of the characteristics, institutions, and markets through which financing of real estate occurs. This course focuses on the dynamic changes that have occurred in

the real estate field in the past few years and also assesses the impact that these changes have had on both the availability and costs of mortgage debt and the risks associated with its use. Prereq.: FINA-360.
FINA-378 Introduction to Risk Management and Insurance, 3 cr. The individual, family, business entity, and society are all exposed to accidental loss events that may have a significant bearing on their financial security. Risk management is the process of identifying, analyzing, controlling, financing, and monitoring these loss exposures. The primary focus of this introductory course is to provide an understanding of the various risks that businesses and individuals are exposed to and the alternative methods that are available to manage these risks. Prereq.: FINA-360.
FINA-382 Internship in Finance, 3-6 cr. Prereq.: consent of Chairperson and Dean's Office.
FINA-395 Independent Study in Finance, 1-3 cr. Prereq.: consent of Chairperson and Dean's Office.
FINA-400 Fundamentals of Financial Management, 2 cr. This course centers on corporate financial management, providing students with an overview of essential financial concepts such as time value of money, the relation between risk and return, stock valuation, bond valuation, and the analysis of corporate financial performance. Prereq.: ACTG-400 or equivalent and graduate standing.
FINA-402 Issues in Corporate Finance, 3 cr. This course provides a broad exposure to the principles and techniques of Financial Management. The course discusses how important areas in Financial Management, namely, the Investment Decision, Financing Decision, and Payout Decision can contribute to the goal of shareholder value creation, from a domestic and international perspective. Prereq.: FINA- 400 or equivalent and graduate standing
FINA-462 Investment Strategies, 3 cr. This course provides an overview of investing with an emphasis on the fundamental approach to investing. Students will be exposed to modern portfolio theory and its implications and gain an understanding of asset pricing models, bond portfolio management strategies, and equity portfolio management strategies. Prereq.: FINA-400 or equivalent and graduate standing
FINA-469 Mergers and Acquisitions, 3 cr. This course involves an examination of the key elements of the mergers and acquisitions process. It provides the analytical framework and vital tools necessary to successfully plan and execute mergers, acquisitions, and corporate restructuring. One key goal of this course is for the students to develop a critical appreciation of the key financial and strategic criteria in a proposed acquisition. The primary purpose of this course is to make sure students understand what works and what does not, in the world of mergers and acquisitions. Prereq.: FINA-400.
FINA-470 Corporate Financial Strategy, 3 cr. 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. Prereq: FINA-400 or equivalent and graduate standing.
FINA-471 International Financial Management, 3 cr. This course emphasizes the theoretical concepts of international finance such as currency arbitrage and interest rate parity and their practical ramifications. Particular emphasis is placed on the hedging of exchange risks for importers and exporters, swap financing, international capital budgeting, and the cost of capital for local and foreign currency borrowing. Prereq.: FINA-400 or equivalent and graduate standing.
FINA-474 Seminar on Futures and Options Markets, 3 cr. This seminar provides an overview of the commodity/financial futures and options markets. Particular emphasis is placed on hedging price risk with futures contracts, valuing options contracts, and speculating with trading strategies involving futures and options contracts. The course will emphasize trading strategies using the futures and options markets with the help of a simulated trading game. Prereq.: FINA-400 or equivalent and graduate standing.
FINA-475 Management of Financial Institutions, 3 cr. 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. Prereq: FINA-400 or equivalent and graduate standing.
FINA-500 Master's Project, 3 cr. Approval of major advisor is necessary.

FINA-501 Master's Thesis, 3 cr. Approval of major advisor is necessary.

MANAGEMENT and MARKETING

Sundaram Dorai, D.B.A., Associate Professor of Marketing, Chair
Rasoul Afifi, Ph.D., Associate Professor of Management
Michael Bedell, Ph.D., Professor of Management, Acting Dean
Charles Funk, Ph.D., Assistant Professor of Management
Jian Li, Ph.D., Associate Professor of Management, Coordinator of Graduate Business Programs
Constantine Loucopoulos, Ph.D., Associate Professor of Management
Deepa Pillai, Ph.D., Assistant Professor of Marketing
Marie-Élène Roberge, Ph.D., Assistant Professor of Management
Suresh Singh, Ph.D., Assistant Professor of Management
Qiumei (Jane) Xu, Ph.D., Associate Professor of Management
Shubin Xu, Ph.D., Assistant Professor of Management
Dilek Yunlu, Ph.D., Assistant Professor of Management
Shabnam Zanjani, Ph.D., Assistant Professor of Marketing

Management is the art and science of managing and leading people, organizations and businesses. The central function of management is to create and maintain a productive and constructive environment for reaching organizational goals in an effective and efficient way. Majors will learn the theory and practice of management by studying organizations, entrepreneurship, production and operations management, international business and management, leadership, human resource management, management of change, and many other related topics as they pertain to the management of all sizes of organizations in both for profit and non-profit sectors. 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, retail management, management consulting 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, promote, and distribute goods and services aimed at meeting the needs of customers through commercial exchanges. The marketing courses are designed to provide students with a foundation of marketing theory and practice in manufacturing and service organizations in both for profit and non-profit sectors. 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

Business and Management Core Courses	**36 cr.**
Required Courses	**12 cr.**
MNGT-371 Organizational Behavior	3 cr.
MNGT-372 Organization Theory and Design	3 cr.
MNGT-381 International Business and Management	3 cr.
MNGT-393 Strategic Management	3 cr.

Four electives from the following:	**12 cr.**
MNGT-354 Logistics Management	3 cr.
MNGT-357 Purchasing Management	3 cr.
MNGT-373 Human Resource Management	3 cr.
MNGT-375 Management and Organization Communications	3 cr.
MNGT-376 Small Business Management	3 cr.
MNGT-378 Women in Management	3 cr.
MNGT-380 Entrepreneurship	3 cr.
MNGT-392 Business, Technology and Society	3 cr.
MNGT-396 Industrial and Labor Relations and Collective Bargaining	3 cr.
MNGT-399 Management of Change	3 cr.
*MKTG-353 Marketing Research	3 cr.
*MKTG-354 Personal Selling	3 cr.
*MKTG-357 Sales Management	3 cr.
*MKTG-360 Marketing Channels	3 cr.
	Total 60 cr.

* Up to two non-Management courses, as indicated by an asterisk (*), can be applied as electives towards the Major in Management for the Bachelor of Science Degree.

Major in Marketing for the Bachelor of Science Degree	
Business and Management Core Courses	**36 cr.**
Required Courses	**15 cr.**
MKTG-351 Consumer Behavior	3 cr.
MKTG-353 Marketing Research	3 cr.
MKTG-358 International Marketing	3 cr.
MKTG-359 Marketing Management	3 cr.
MNGT-393 Strategic Management	3 cr.

Three electives from the following:	**9 cr.**
MKTG-352 Advertising	3 cr.
MKTG-354 Personal Selling	3 cr.
MKTG-355 Electronic Commerce	3 cr.
MKTG-356 Retail Management	3 cr.
MKTG-357 Sales Management	3 cr.
MKTG-360 Marketing Channels	3 cr.
MKTG-366 Business to Business Marketing	3 cr.
*MNGT-378 Women in Management	3 cr.
*MNGT-354 Logistics Management	3 cr.
*MNGT-357 Purchasing Management	3 cr.
*MNGT-380 Entrepreneurship	3 cr.
*MNGT-399 Management of Change	3 cr.
	Total 60 cr.

*Up to two non-Marketing courses, as indicated by an asterisk (*), can be applied as electives towards the Major in Marketing for the Bachelor of Science Degree.

Major in General Business Administration for the Bachelor of Science Degree

The General Business Administration program trains business generalists. While General Business majors learn about different functional areas of business, including Management, Marketing, Accounting and Finance, they do not specialize in any particular area. This program is most suitable for those students who may not have strong interest in any particular area of business, and 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 major 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. 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:

Business and Management Core Courses		**36 cr.**
Required Courses		**3 cr.**
MNGT-393 Strategic Management		3 cr.
Choose one of the following		**3 cr.**
MKTG-358 International Marketing		3 cr.
MNGT-381 International Management		3 cr.
Approved Elective		**3 cr.**
Choose two courses from one area Management, Marketing, Finance, Accounting		6 cr.
	Total for Option I	**48 cr.**

Option II-General Business Administration

This program is designed for students completing General Business as a primary (first or only) major. It offers a broad, interdisciplinary orientation to modern business theory and practice. Students in this option must fulfill the complete College of Business Core Curriculum, along with twenty-four other credit hours in Business. An outline of this option is as follows:

Business and Management Core Courses	**36 cr.**
Required Courses	**3 cr.**
MNGT-393 Strategic Management	3 cr.
***Select one 300-Level Course from each of the following business disciplines (beyond the Core)**	**12 cr.**
ACCOUNTING	3 cr.
FINANCE	3 cr.
MARKETING	3 cr.
MANAGEMENT	3 cr.

***Select three 300-Level Business Courses from any combination of business disciplines**	**9 cr.**
Total for Option II	**60 cr.**

* Excludes MNGT 393, ACTG 300, BLAW 380, BLAW 381 and 300-level Core Courses.

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	**12 cr.**
MNGT-370 Principles of Management	3 cr.
MNGT-371 Organizational Behavior	3 cr.
MNGT-372 Organizational Theory & Design	3 cr.
MNGT-373 Human Resource Management	3 cr.
* Three additional management electives	9 cr.
	Total 21 cr.

*See the list of Management Electives under the Management Major.

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	**9 cr.**
MKTG-350 Principles of Marketing	3 cr.
MKTG-351 Consumer Behavior	3 cr.
MKTG-359 Marketing Management	3 cr.
One of the following	**3 cr.**
MKTG-352 Advertising	3 cr.
MKTG-357 Sales Management	3 cr.
Three of the following:	**9 cr.**
*MKTG-352 Advertising	3 cr.
MKTG-353 Marketing Research	3 cr.
MKTG-354 Personal Selling	3 cr.
MKTG-356 Retail Management	3 cr.
*MKTG-357 Sales Management	3 cr.
MKTG-358 International Marketing	3 cr.
MKTG-360 Marketing Channels	3 cr.
MKTG-366 Business to Business Marketing	3 cr.
	Total 21 cr.

*Can only count once in Marketing minor.

Minor in International Business

The International Business Minor is intended for any student who is interested in enhancing his or her business and management skills for working in an increasingly global world.

The requirements for each are:

TOTAL CREDITS FOR INTERNATIONAL BUSINESS MINOR:	**(21 CR. HOURS)**
Required Courses (4 hours)*,**	**12 cr.**
MKTG-358 International Marketing	3 cr.
FINA-371 International Finance Management	3 cr.
MNGT-381 International Business and Management	3 cr.
ECON-321 International Monetary Theory and Relations	3 cr.
OR	
ECON-322 International Economics	3 cr.

* One of these courses may be taken as part of the Study Abroad Program with the written approval of department chair.
**Business Majors must substitute approved elective courses for any course required in their majors

Electives (3 Courses) from the Following List	**9 cr.**
Courses in Study Abroad Program (written approval of department chair is required)	(maximum 9 cr.)
MNGT-378 Women in Management	3 cr.
ECON-321 International Monetary Theory and Relations	3 cr.
OR	
ECON-322 International Economics	3 cr.
(One must taken as a required course and the other one may be taken as an elective)	
Other courses approved by department chairperson.	
	Total 21 cr.

* Interested students should contact the chairperson for appropriate course selection.

COURSE OFFERINGS
A note on prerequisites for undergraduate courses:
Prerequisites are cumulative, i.e., some prerequisites have prerequisites of their own that must also be successfully completed.

A note on prerequisites for graduate courses: Access to all graduate business courses requires admission to the MBA and/or MSA programs, and access to all Phase II Advanced Graduate Business Core Courses and Concentration courses requires completion of the Phase I Foundation Courses.

COBM-385 Advanced Topics in Business, Topic Varies, 3 cr. A cross-disciplinary, topic varies, undergraduate course designed to examine leading-edge topics in business. Prereq.: Declared business major or minor and consent of Chairperson and COBM Dean.

Management
MNGT-201 Business and the Free Enterprise System, 3 cr. 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-354 Logistics Management, 3 cr. 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. Prereq: MNGT-377.

MNGT-357 Purchasing Management, 3 cr. 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. Prereq.: MNGT-370 and MNGT-377.

MNGT-368 Business Statistics, 3 cr. This course introduces students to both descriptive and inferential statistics as they apply to business. Its focus is on descriptive measures, probability concepts, discrete and continuous probability distributions, sampling distributions, estimation, hypothesis testing, and simple linear regression. Prereq.: MATH-165 and MATH-167.

MNGT-370 WIP: Managing Global Business Organizations, 3 cr. This course addresses four critical areas of the emerging management environment: globalization, diversity, leadership and teamwork. Traditional and projected theories of organization management and organization behavior, as focused toward these four themes, are examined. Additionally, the writing-intensive component of this course includes a variety of written communication activities to develop a discipline-focuses writing skill. Prereq: All foundation courses must be completed with a grade of "C" or better.

MNGT-371 Organizational Behavior, 3 cr. 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. Prereq.: MNGT-370.

MNGT-372 Organizational Theory and Design, 3 cr. 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. Prereq.: MNGT-370.

MNGT-373 Human Resource Management, 3 cr. 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. Prereq.: MNGT-370.

MNGT-374 Staffing and Selections, 3 cr. This course focuses on Staffing and Selection from the perspectives of the organization. Special consideration is given to the processes of Human Resource Planning, hiring, firing, the underlying legal environment, as well as ethical issues. The major topics include labor market, legal environment, HR planning, job analysis, measurement, recruiting, and selection.

Prerequisites: (1) completion of at least 60 credit hours of course work, (2) completion of the eight 100-level and 200-level College of Business & Management Foundation courses, each with "C" or higher, and Foundation GPA of 2.50, and (3) MNGT 370 with a "C" or higher.

MNGT-375 Management and Organization Communications, 3 cr. 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. Prereq.: MNGT-370.

MNGT-376 Small Business Management, 3 cr. 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. Prereq.: MNGT-370, MKTG-350 and FINA-360.

MNGT-377 Production/Operations Management, 3 cr. 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. Prereq.: MNGT-368 and MNGT-370.

MNGT-378 Managing Diversity in Organizations, 3 cr. This class addresses the issues, knowledge, theories, and applications related to managing diversity in organizations. Topics covered in this class will enhance awareness of existence of diversity at the workplace and address approaches of creation of productive diverse workforce. Class discussion will include topics such as glass ceiling effect, stereotyping process, sexual harassment, work and family conflicts, and reverse discrimination. Readings related to the implementation of diversity training programs as well as fair recruitment and selection processes will be discussed. Prereq.: MNGT-370.

MNGT-379 Introduction to Operations Research and Management Science, 3 cr. 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. Prereq.: MATH-165, MATH-167 and MNGT-368.

MNGT-380 Entrepreneurship, 3 cr. Examination of the entrepreneurial process and the role of entrepreneurship in new ventures and small businesses, 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. Prereq.: MNGT-370, MKTG-350 and FINA-360.

MNGT-381 International Business and Management, 3 cr. This course examines the following issues: The global economic environment, corporate strategy, foreign operations of American firms and impact of foreign competition on the domestic market; organization for foreign production, marketing and finance, foreign markets, resources, institutions, managerial problems arising out of governmental relations, the cultural environment, and multinational management setting. Prereq.: MNGT-370, MKTG-350 and FINA-360.

MNGT-382 Internship in Management, 3-6 cr. Prereq.: Senior standing and consent of Chairperson and Dean's Office.

MNGT-386 Independent Study in Management, 1-3 cr. Prereq.: Senior standing and consent of Chairperson and Dean's Office.
MNGT-392 Business, Technology and Society, 3 cr. 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. Prereq.: MNGT-370.
MNGT-393 Strategic Management, 3 cr. 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 scenarios on selected functions of the business organization. Prereq.: Must have applied for graduation, be in final University semester prior to graduation, completed ALL Business and Management Core Courses, met ALL graduation requirements, including GPA requirements, and have a minimum cumulative GPA and major GPA of 2.50 at the time of registration. MNGT-379 may be taken concurrently.
MNGT-396 Industrial and Labor Relations and Collective Bargaining, 3 cr. 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 labor movement; the unionization process and its impacts on organization; the negotiation process; the grievance/arbitration process; labor laws. Prereq.: MNGT-370 and MNGT-373.
MNGT-399 Management of Change, 3 cr. 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. Prereq.: MNGT-370.
MNGT-400 Managing Organizations, 2 cr. This course provides graduate students without a recent business academic background with a general overview of management principles and the sub-fields of the management discipline. Topics include organizational structure and performance; and the general functions of management such as planning, organizing, controlling processes, motivating, communicating, decision making, human resource management, strategic management, and management of international organizations. Prereq.: graduate standing.
MNGT-402 Applied Business Research, 3 cr. This course conveys the nature, purpose, and method of applied business research for practicing managers and owner-operators and enables them to acquire research skills. Course topics include problem or project definition, data gathering, hypothesis testing, analysis of result, and developing and reporting of conclusions. Special attention is devoted to the communication process, reporting research findings at various stages, and the use of traditional and high-tech sources of business information. Prereq.: MNGT-401 or equivalent and graduate standing.
MNGT-403 Leadership and Organizational Behavior, 3 cr. This course addresses the concepts of perception, learning and motivation, and focuses on work-related attitudes and personalities of individual employees and managers. Organizational facets of stress, group dynamics, and organization culture and socialization provide a foundation for the discussion of cooperation, conflict, and influence. The role of leaders and leadership upon organizational behavior and cultures is emphasized. Management communication methods and decision-making processes are considered. Prereq.: graduate standing.
MNGT-404 Production and Operation Management, 3 cr. This course provides general coverage of production/operations management in organizations. Emphasis is placed on the application of the POM 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 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. Prereq.: MATH-167, MNGT-401 and graduate standing.

MNGT-474 Human Resources Policy and Decision Making, 3 cr. 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. Prereq.: graduate standing.

MNGT-480 Entrepreneurship, 3 cr. 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, readings, and some outside speakers will be used. The major emphasis, however, will be on the evaluation of prospective "real world" ventures. Prereq.: graduate standing.

MNGT-481 International Management, 3 cr. 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. Prereq: graduate standing.

MNGT-487 Strategy and Organization, 3 cr. 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. Prereq.: graduate standing.

MNGT-488 Strategic Planning, 3 cr. 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. Prereq.: graduate standing.

MNGT-489 Management of Organization Change, 3 cr. 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. Prereq.: graduate standing.

MNGT-490 Innovation and Creativity, 3 cr. This course focuses on innovation and creativity from the perspectives of the organization and individual employees. Special consideration is given to the processes of creativity, the relationship between creativity and innovation, development of creativity, and multiple facets of creativity. Within these major emphases, topics include definition of creativity, inhibitors and activators of creativity in individuals, teams, and organizations, idea creation and evaluation, building and managing creative teams. Prereq.: graduate standing.

MNGT-498 International Business, 3 cr. 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. Prereq.: graduate standing.
MNGT-500 Master's Project, 3 cr. Approval of major advisor is necessary.
MNGT-501 Master's Thesis, 3 cr. Approval of major advisor is necessary.
MNGT-502 Business Policy and Strategy, 3 cr. This course focuses upon strategy formulation and implementation at the highest level of organizations. Methods of obtaining resources and creating systems, structures, and policies needed to attain strategic goals are addressed, as is the critical role of the chief executive office (CEO) or the owner-operation of smaller entities. The common body of knowledge acquired from other graduate business courses is integrated and applied to policy and strategy issues or practices within a wide range of organizational frameworks, including multinational corporations, small-to-medium-sized enterprises (SMEs), and sole proprietorship. The case method of instruction is emphasized. Prereq.: graduate standing, student must be in last semester of the MBA Program and must have completed all other Phase II Advanced Graduate Business Core courses in the Program.

Marketing
MKTG-350 Principles of Marketing, 3 cr. 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. Prereq.: All Foundation Courses including ECON-217.
MKTG-351 Consumer Behavior, 3 cr. 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. Prereq.: MKTG-350.
MKTG-352 Advertising, 3 cr. This course provides an overview of the planning, execution, and evaluation of integrated marketing communication programs. Topics covered include creative and media strategies, budgeting, evaluation, and the roles of individual components of the communications mix, such as advertising, sales promotion, internet and interactive media, and direct marketing. Prereq.: MKTG-350.
MKTG-353 Marketing Research, 3 cr. An investigation of the research necessary for the formulation of marketing policies. Topics include research design; sampling; and statistical analysis. Prereq.: MKTG-350 and MNGT-368.
MKTG 354 Personal Selling, 3 cr. Introduction to the rationale and methods for effective person-to person communications in the marketing of products, services, and ideas. Application of the marketing concept to the personal selling process and development of customer relationships. Course makes use of in-class presentations and role-playing. Prereq: MKTG 350.
MKTG-355 Digital Marketing, 3 cr. This course provides an introduction to digital marketing. This course examines the integration of Internet, digital media, and interactive technologies in marketing strategy to leverage the impact of marketing mix. Current digital marketing driven applications for customer acquisition, retention, and management in e-business will be examined. Prereq.: MKTG 350 or consent of instructor.
MKTG-356 Retail Management, 3 cr. The various marketing activities involved in managing the retail enterprise are examined individually and as a part of the overall retail system. Emphasis is placed upon technological changes and upon factors determining store location, merchandise management, organization purchasing, and competition in the retail environment. Prereq.: MKTG-350.

MKTG-357 Sales Management, 3 cr. 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. Prereq.: MKTG-350. MNGT-370 recommended.
MKTG-358 International Marketing, 3 cr. 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. Prereq.: MKTG-350.
MKTG-359 Marketing Management, 3 cr. 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-350 plus one other Marketing course.
MKTG-360 Marketing Channels, 3 cr. 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. Prereq.: MKTG-350.
MKTG-366 Business to Business Marketing, 3 cr. 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. Prereq.: MKTG-350.
MKTG-382 Internship in Marketing, 3 cr. Prereq.: senior standing, consent of Chairperson and Dean's Office.
MKTG-389 Independent Study in Marketing, 3 cr. Prereq.: senior standing, consent of Chairperson and Dean's Office.
MKTG-400 Fundamentals of Marketing, 2 cr. This course is designed for graduate students who have not recently had formal academic training in marketing. The course develops knowledge of the fundamentals of the marketing discipline, including the responsibility of a firm's marketing personnel to develop and manage productive relationships with the firm's customers and the means by which those relationships are continuously improved. Prereq.: graduate standing.
MKTG-402 Marketing Management, 3 cr. This course focuses on the techniques of management as applied to the functional areas of marketing. Prereq.: Graduate standing.
MKTG-451 Consumer Behavior and Marketing Action, 3 cr. This course focuses in analyzing demand, identifying market segments, and predicting customer response to alternative marketing strategies using concepts from the behavioral sciences. Prereq.: MKTG-402 and graduate standing.
MKTG-452 Advertising Management, 3 cr. 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. Prereq.: MKTG-402 and graduate standing.
MKTG-453 Marketing Research, 3 cr. 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-402, MNGT-368 or equivalent and graduate standing.
MKTG-456 Channel Distribution and Retailing, 3 cr. 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. Prereq.: MKTG-402 and graduate standing.

MKTG-458 Global Marketing, 3 cr. 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. Prereq.: MKTG402 and graduate standing.
MKTG-461 Services Marketing Management, 3 cr. Perspectives on managing the distinctive aspects of services as opposed to the marketing and buying of physical goods. The course examines ways in which various kinds of services differ from tangible goods and from each other along social and technological dimensions. Topics include services value creation, services marketing strategies, management of service production and quality, and means for balancing supply and demand for services. Prereq.: MKTG-402 and graduate standing.
MKTG-468 Industrial Marketing, 3 cr. 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. Prereq.: MKTG-402 and graduate standing.
MKTG-500 Master's Project, 3 cr. Approval of major advisor is necessary.
MKTG-501 Master's Thesis, 3 cr. Approval of major advisor is necessary.

COLLEGE OF EDUCATION

Maureen D. Gillette, Ph.D., Professor, Dean
Alberto Lopez-Carrasquillo, Ph.D., Acting Associate Dean
Effie Kritikos, Ph.D., Professor, Associate Dean

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 theories of our conceptual framework are reflective, collaborative, and transformative, and guide the preparation of all educators. 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 that 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 candidates to have a well- rounded general education in the liberal arts, thorough training in professional education courses, and extensive school- community clinical experiences. Candidates completing teacher preparation programs receive entitlement to licensure from the Illinois State Board of Education. Occasionally, state requirements for various endorsements may change. Consult the departmental advisor regarding licensure and endorsement requirements.

Candidates with degrees may complete an approved teacher preparation program. Information for degreed candidates is available from the Program Advisor.

COURSES OF STUDY

The College offers courses of study in:

Bilingual/Bicultural Education
Counselor Education
Early Childhood Education
Educational Leadership
Educational Foundations
Elementary Education
Exercise Science
Health and Wellness
Human Resource Development
Inner City Studies Education

Language Arts
Literacy Educaton (formerly Reading)
Physical Education
Secondary Education
Special Education

ACCREDITATION AND APPROVAL
In 2012, the National Council for Accreditation of Teacher Education (NCATE) conducted a thorough on-site evaluation of the College of Education and awarded full accreditation in the College of Education.

In 2012, the State Educator Preparation and Licensure Board, after extensive evaluation of all College of Education licensure programs as part of the State Board's Fifth Year Review, found Northeastern Illinois University in compliance with all standards. In 2008, the Counseling Program received full accreditation from the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). As a result, Northeastern has full approval for all of its undergraduate and graduate licensure programs for teachers, administrators, and school service personnel. These licensure programs are:

Early Childhood Education (Birth - Grade 3)

Educational Administration
(Graduate level only) General Administrative

Elementary (K-9)

Literacy Education (formerly Reading) (K-12)*
(Graduate level only)

Secondary (6-12)
Art (K-12)
Biology
English
French (K-12)
Health Education
History
Mathematics
Music (K-12)
Physical Education (K-12)
Spanish (K-12)

The summary pass rate for Northeastern Illinois University of Basic Skills and the academic content area tests is 97%. Additional information on test performance of NEIU program completers is available in the College of Education office.

Special Education (K-12)
Learning Behavior Specialist (LBS I)
Learning Behavior Specialist (LBS II)
Curriculum Adaptation Specialist
Behavior Intervention Specialist

School Service Personnel

(Graduate level only)

Guidance and Counseling - School
Guidance and Counseling - Community
Guidance and Counseling - Rehabilitation

UNDERGRADUATE MAJORS

Bilingual/Bicultural Education
Community Health and Wellness
Early Childhood Education
Elementary Education
Health and Wellness-Secondary Education
Human Resource Development
Inner City Studies
Physical Education
Secondary Education (Major in the Discipline)
Special Education

In order to graduate, majors not seeking licensure 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:

Educational Foundations
- Educational Psychology
- Educational Studies
- Multicultural Education

Health, Physical Education, Recreation, and Athletics
- Health Education
- Physical Education

Inner City Studies
- Inner City Careers

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 licensure.

Master of Arts in Educational Leadership*
Master of Arts in Counseling
- School Counseling
- Clinical Mental Health Counseling
- Rehabilitation Counseling

Master of Arts in Family Counseling
Master of Arts in Human Resource Development
Master of Arts in Inner City Studies
Master of Arts in Literacy Education*

Master of Arts in Gifted Education
Master of Arts in Special Education
Initial Licensure-Learning Behavior Specialist I (LBSI)*,
Master of Science in Special Education
Advanced Licensure-Learning Behavior Specialist II (LBS II)
Master of Arts in Teaching: Early Childhood Education
Master of Arts in Teaching: Language Arts*
Master of Science in Instruction: Language Arts
Master of Arts in Teaching:
Bilingual/Bicultural Education*
Master of Science in Instruction:
Bilingual/Bicultural Education
Master of Science in Exercise Science
Fitness & Wellness
Human Performance

ADVISEMENT

The University Advisement Center advises freshman and sophomores who have not yet declared a major. Students who are interested in becoming teachers should seek guidance from the Education Advisement Specialist (**pre-major advisor**). Student with a declared major in the College of Education should seek academic advisement from the appropriate department advisor.

GENERAL CONSIDERATIONS FOR THOSE TAKING COURSE WORK, SEEKING ADMISSION AND RETENTION IN THE COLLEGE OF EDUCATION

Candidates taking coursework in "professional education" and "major" courses in the College of Education are assumed to be seeking admission to the College of Education. During the time that candidates are taking any courses in the College of Education, the following apply:

- Candidates may not enroll in any required professional education course more than twice to achieve an acceptable grade.
- The Admissions, Retentions, and Appeals Committee of the College of Education may request an interview with any candidate or have any candidate meet with the respective Department Professional Standards Committee. The continuation, admission, retention, or graduation of that candidate may be withheld until the candidate complies, and the committee takes appropriate action relative to the candidate's status.
- Candidates may be required to take examinations or submit other documentation specific to the particular program and discipline in which they are enrolled or seeking enrollment.
- Programs may impose time limitations on candidates completing programs. If candidates do not meet time limitations, they may have to retake some courses.
- Evidence of specific behaviors and/or dispositions which would be likely to interfere with satisfactory performance as a teacher or professional within the field may be considered as constituting a basis for denying admission or retention.
- Prior conviction of certain felonies may preclude State Teacher Licensure. Contact the State Licensure Officer for clarification. Prior conviction of certain felonies may also preclude placement in certain field experiences. A federal fingerprint-based background check is required. The individual must notify the Clinical Experiences Office of any convictions prior to placement in any field experiences.

- Candidates with degrees seeking licensure under Illinois House Bill 2207 must seek admission to both the College of Education and to the Teacher Licensure Program for Post-Baccalaureate Students. These are separate processes. For requirements and advisement, contact the program advisor.
- Candidates enrolled in the Interdisciplinary Studies BA program at Northeastern who wish to pursue any of the programs within the College of Education may take a maximum of nine hours prior to admission to the College of Education. To take any further courses, the candidate must be formally admitted to the College of Education. Candidates must also complete all professional course requirements of their particular programs. A minimum cumulative GPA of 2.50 (on a 4.0 scale) is required of all undergraduate work for IDS candidates to be admitted into the College of Education.
- For graduation, candidates must earn a College of Education grade of "C" or higher in all courses counted toward the major, the minor, areas of concentration, and professional sequences. Grade of "B" or better in all clinical experiences and Student Teaching is required. Also see graduation requirements below.

ADMISSION POLICIES FOR UNDERGRADUATES

Admission to Northeastern Illinois University does not automatically constitute admission to the College of Education, or to professional programs in the College of Education. Candidates who seek to major in any of the programs offered in the College of Education must be admitted to the College of Education to complete their degrees and to graduate.

Declaring an Education Major

Students interested in pursuing a major in the College of Education can pre-declare the major of interest with the College of Education pre-major advisor.

Students declaring a major in the College of Education who have pre-declared their education major must have College of Education pre-major advisor's signature. Pre-major advisor will refer the student to the appropriate major education advisor to complete Declaration of Major form. In order to declare an education major, students must have passed the Illinois Licensure Testing System (ILTS) Test of Academic Proficiency or ACT or SAT. Test scores should be submitted to the College of Education Dean's Office in a sealed envelope. Send official scores to ISBE once you have an active account in ECIS. Program advisor will forward complete Declaration of Major form to the College of Education Admission's Officer. In Secondary Education, candidates may declare their content area major (Art, Biology, English, French, Health Education, History, Math, Music, PE, Spanish) but may not declare their secondary education concentration until they have passed the ILTS Test of Academic Proficiency.

- Admission to the College of Education cannot be completed until all minimum requirements have been met. Admission materials are available at College of Education web page: www.neiu.edu. Candidates who have completed application files will have their applications reviewed by the Admissions, Retentions, and Appeals Committee of the College of Education at its next regularly scheduled meeting.

All candidates, including transfer students, must meet the following minimum requirements for admission to the College of Education:

1. Declaration of Undergraduate Major/ Graduate Program, or Licensure Area.
2. Passing score on the Illinois Licensure Testing System Test of Academic Proficiency [1] or ACT or SAT
3. Completed College of Education Application Form

4. "C" or better in ENGL 101 (3 cr.)
5. "C" or better in college level math leading to NEIU math competency (3 cr.)
6. One recommendation form from any university professor
7. Fingerprint-based Federal background check report [2]
8. 2.5/4.0 Cumulative Grade Point Average
9. 30 semester credits at NEIU or transfer credits

[1]Inner City Studies, Human Resource Development, and Community Health majors are not required to take the ILTS Test of Academic Proficiency. All others majors are required to have passed the Test of Academic Proficiency before declaring their major.

[2]Inner City Studies and Human Resource Development Majors are not required to complete a fingerprint-based background check report

RETENTION POLICIES FOR ADMITTED UNDERGRADUATES

Once admitted to the College of Education, the candidate is expected to maintain certain standards in order to be retained within the College. These include:

1. Maintenance of a cumulative grade point average of 2.75 (on a 4.0 scale) in professional courses and majors within the College of Education. Candidates should check with their major advisor, as some departmental requirements may vary.
2. Maintaining of a University cumulative grade point average of 2.50 (on a 4.0 scale). If this cumulative grade point average falls below 2.50, the candidate will be placed on academic probation in the College of Education. Candidates 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 at least 2.50 after one term on probation, the candidate will not be retained in the College of Education.
3. A grade of "C" or higher in courses in professional education and majors within the College of Education. Candidates receiving a grade lower than "C" will be placed on academic probation and will not be permitted to do the major field experience or student teaching. See specific program requirements for courses requiring a "B" or higher.

Candidates are allowed one term, while on probation, to earn an acceptable grade. If acceptable grades are not earned after one term on probation, the candidate will not be retained in the College of Education

DEAN'S LIST REQUIREMENTS

The Dean's List recognized majors in the College of Education who have achieved academic success in a specific semester.

Criteria for determining eligibility for the Dean's List:

1. A Semester grade point average of 3.80 or above for the semester being awarded.
2. Major must have been declared by the start of the semester being awarded.
3. Must be registered into 6 or more credit hours by 10th day of semester being awarded.
4. No pass/fail grades in the term being awarded and not more than one on past academic record.

REINSTATEMENT AND READMISSION

Reinstatement and readmission to the College of Education is not automatic.

- Candidates 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. If the period of withdrawal exceeds two years, candidates must apply for readmission to the College of Education. Readmitted students will be required to meet new state requirements in place at the time of readmission, and any new admission and retention requirements within the College of Education.

- A candidate who has withdrawn while on academic probation or who has not been retained in the College of Education due to an insufficient grade point average (G.P.A.),final grades in professional courses or dispositional issues, may be reinstated after the cumulative G.P.A., and academic or dispositional issues have been rectified in accordance with program, departmental or Admissions, Retention, and Appeals committee approval. A written appeal to the College of Education must be submitted. It is the responsibility of the candidate to notify the Office of the Dean, College of Education, of any intention to withdraw from the College. Readmitted candidates will be required to meet new state requirements in place at the time of readmission, and any new admission and retention requirements within the College of Education.

Communication
All communication from College of Education Admissions Office will be sent exclusively through the NEIU email system. This technology will be used extensively to maintain communication with all students. It is the student's obligation to regularly check their NEIU email account. Failure to do so may cause the student to miss important information, including critical updates about program changes and deadlines.

CLINICAL EXPERIENCES AND STUDENT TEACHING
Programs that prepare students to obtain an Illinois Professional Educator License require students to participate in a variety of courses that include field-based experiences as required by State Law. These field-based experiences occur in public, charter, private, and parochial schools, day care centers, and community agencies, depending on the program of study being pursued. The Clinical Experiences and Student Teaching Office collaborates with school partners to identify a variety of field sites for placements.

Prior to being accepted by a field site, the student may be required to interview with staff at the site, complete an application, submit additional information, and/or have credentials reviewed based on site requirements.

Students complete supervised field-based activities at these partner sites to develop a practical skillset and gain a deeper awareness of the knowledge, skills, and dispositions required of a practicing professional in the field. All field-based experiences are conducted under the supervision of a fully certified professional at the field site and a university supervisor. The student is evaluated by both.

See the Clinical Experiences and Student Teaching section of this catalog for detailed and specific information and consult program advisors.

GRADUATION REQUIREMENTS
To be eligible for graduation with a recommendation for entitlement for teacher licensure through the College of Education, all candidates 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, and meet all University graduation requirements.

In addition, candidates pursuing teacher licensure are required to complete general education coursework as specified by their respective program. For further information concerning the general education

requirements, candidates should consult with the respective College of Education departments offering teacher licensure programs.

Illinois Licensure Testing System (ILTS)
The State of Illinois requires that candidates seeking early childhood, elementary, high school, special education, school service personnel or administrative endorsements must pass a series of examinations.

All candidates must pass the ILTS Test of Academic Proficiency prior to program admission. All candidates must also pass the subject matter examination in the area for which certification is sought prior to receiving authorization for any student teaching, practicum, or culminating internship.

Candidates seeking licensure in early childhood, elementary, high school (K-12), or must also pass the Assessment of Professional Teaching (APT) test prior to receiving a license. It is recommended that candidates take the APT examination during their student teaching semester. Beginning Fall 2015, candidates must also pass the Teacher Performance Assessment (edTPA) for program completion.

Registration and Study Guides are available at the ILTS website: www.il.nesinc.com

OFFICE OF CLINICAL EXPERIENCES AND STUDENT TEACHING

Catherine Wycoff, Director

Note: EDFN course field placement information is found at the end of this section of the catalog.

Requirements
Multiple requirements must be met prior to participation in any course, other than EDFN courses, that includes a field-based clinical component. These are listed below and apply to all students, including those pursuing a Focused Program of study to obtain a subsequent endorsement or an Illinois Professional Educator License.

1. GPA of 2.5/4.0 overall
2. GPA of 2.75/4.0 in all professional education courses and majors within the College of Education
3. Grades of "C" or better in all professional education courses required within the certification program being pursued
4. All "I" grades converted to grades of "C" or better in professional education and major courses
5. Evidence of freedom from tuberculosis and communicable diseases dated less than one year prior to the start of the semester for clinical students and within 90 days of the start of the semester for student teachers.
6. Grade of "B" or better in all previous clinical experiences, unless the course is being re-taken for a second time
7. Any additional requirements established by the department or program in which the course is housed, or defined within a Remediation Plan
8. Evidence of a successful LIVESCAN Federal Fingerprint Background Check less than three years
9. Evidence of a successful LIVESCAN Federal Fingerprint Background Check less than 90 days prior to the start of the semester in which student teaching is taken.
10. Successful completion of the Chicago Public School Field Experience registration process.
11. Successful completion of the Chicago Public School Student Teaching On-Line Application and Registration Packet
12. Departmental approval

13. Evidence of passing the Illinois Licensure Testing System test for the appropriate content area prior to student teaching (Consult http://www.il.nesinc.com for dates, times, locations, and requirements.)

Deadlines

Mandatory information sessions: second month of semester, one year in advance of semester in which a clinical course or student teaching will be taken

Application deadlines: November - April, one year in advance of semester in which a clinical course or student teaching will be taken.

TB test results: Valid for one year; if results have expired, a new test must be administered no more than 90 days prior to the start of the semester in which a clinical course or student teaching will be taken

Student Teaching Orientation and Professional Growth Days: One day preceding the first day of the semester with exact dates announced at mandatory orientation meetings.

Online Communication
Website: http://www.neiu.edu/~cestdept
NEIUport Group: CEST

All dates, announcements, information, news, and other resources will be posted at the CEST Group homepage found in NEIUport Groups. Students planning to pursue a degree in an education program requiring clinical coursework and/ or student teaching must join the CEST Group in NEIUport Groups. This should be done during enrollment in the EDFN courses, or immediately upon deciding to pursue a degree in Education.

Overview
Field-based clinical and student teaching experiences support the development of knowledge, skills, and dispositions future educators require to educate diverse student populations. These are managed, assigned, supervised, and evaluated through the CEST Office. Design, implementation, and evaluation of clinical experiences are done in collaboration with faculty, staff, and school-based partners to provide optimum opportunities for the growth and development of candidates. Illinois state law requires those seeking an Illinois Initial Professional Educator License to complete field-based experiences which include student teaching. These must be completed while enrolled in a State Approved Program under the direct supervision of teacher holding the appropriate teaching certificate and a university supervisor.

All field-based experiences are components of university courses and are completed at field sites selected solely by the university. One or more placements will be in diverse and/or urban settings. Field sites are selected to assure compliance with NCATE Standards, Illinois State Law, School District/School policies, procedures, and regulations, and NEIU policies and procedures. Processes or procedures may be altered in response to changes made by any of the aforementioned.

All clinical and student teaching experiences include a field-based component and university-based coursework and/ or a seminar. In addition, concurrent registration in other courses may be required. Students must successfully demonstrate success in the field and with seminar and classroom components

of the course to successfully complete the course. A candidate, who is successful in one, but not the other, will be unable to successfully complete the course, without exception.

Communication
All communications from the CEST Office will be sent only through the NEIU email address.

A variety of technology will be used extensively to maintain communication with candidates. Technological tools currently in use include NEIU email and NEIUport Groups.

The student is responsible to immediately become a member of an online group when directed. Failure to enroll in an environment, check email, or maintain an active email address in a NEIUport CEST Group may cause the student to miss important information, including updates about program changes and deadlines. Students who miss information or deadlines due to lack of membership, errors in the email address, or failure to check announcements or email sent will not be afforded any special consideration or adjustments.

Pre-Application Meetings
All who intend to apply for a clinical and student teaching are required to attend one CEST information session BEFORE submitting an application. Meetings will be announced within the CEST NEIUport group site. Information about application procedures, policies, expectations, timelines, and other related information will be provided to assure successful application.

Unless otherwise announced, students will attend prior to applying for EACH field experience, regardless of the number of field experiences required in a program, to assure receipt of most recent application information. Students who do not attend the pre-application meeting must attend a meeting and submit an application for placement in a future semester.

Application process
Students wishing to enroll in a course that includes supervised field-based clinical components first apply to the CEST Office one year in advance of the semester in which planning to enroll in a course requiring supervised field-based clinical experiences.

Registration for courses with field-based experiences
Courses requiring field-based experiences require the following: 1) submission of all materials (online and print) application to the CEST Office by the established deadlines, 2) registration in the course(s) using regular university procedures during advance registration and payments made on schedule to assure that registration is maintained, and 3) final approval from the CEST Office to enroll/remain enrolled in associated courses based on a review of program requirements.

To be considered fully registered in a field-based course, the course must appear on the student's record in the official university student registration system. Those who are not fully registered into a course with field-based placements will not be permitted to report to a placement site. Students will be immediately removed from a field site and notified at the time the CEST Office becomes aware of removal from a course for non-payment or any other reason. Reporting to a placement site with knowledge of not being fully enrolled or after being terminated is cause for disciplinary action.

Administrative drops from field based courses

Students will be administratively dropped by the CEST Office when prerequisites or requirements for courses having field placements have not been fulfilled, when procedures have not been followed, or where registration in required concurrent courses has not occurred, or when a student has been removed from his/her placement site by school administration or NEIU.

Placement
Field placements are solely managed by the CEST Office. Students may request one or more placement sites to be considered. However, placements are driven by NCATE Standards, Illinois State Law, school district or private school requirements, and availability of supervisors. As such, a placement site cannot be guaranteed. Placement at some sites is contingent upon completion of a successful interview with the administration and/or other staff. In the event a candidate is unsuccessful in two interviews, no further attempts to place will be made.

Changes in placement
Changes will not be made once a placement has been confirmed by a School/District. Students may NOT contact schools or districts in attempts to secure a placement. This behavior is cause for disciplinary action, including removal from the program. Candidates who reject placements will not be placed until the next semester in which placements are made.

Conflicts of interest
Placements will be made to assure that no conflicts of interest occur to assure candidates receive an experience that is free of bias and external influence. Candidates will not be placed in schools they have attended, where family members or significant others attend, are employed, serve on school boards or LSCs, or in districts outside of District 299 where family members are employed or serve on school boards.

Placement site locations
Placements will be made in urban and diverse settings in Chicago, and portions of Cook, Lake, McHenry, Kane, and DuPage counties.

Field placement sites are selected to prepare students to be able to teach students with special needs, newcomers and English Language Learners, students in high needs schools, and students from racial, cultural, ethnic and socioeconomic groups that differ from the teacher candidate. Efforts will be made to provide placements across the spectrum of grades/ ages covered on a license; however, this may not always be possible. All placements are made within the age/grade span covered on the Professional Educator License (PEL) one is seeking to earn as follows:

PEL Endorsement	Placement
Early Childhood	Birth-Grade 3
Elementary	Grades K-9
6-12	Grades 6-12 (specific subject)
K-12	K-12 (Specific Subject)

Placements out of area
Candidates may submit a written request for the Director to grant permission to complete student teaching as guest student at another NCATE accredited institution outside of these areas in the event of a move out of the area. These situations generally occur due to a move out of state and student teaching is the only class left for completion. If permission is granted, the candidate registers at NEIU and pays tuition

and fees and the Director defines procedures for supervision and evaluation. The candidate usually incurs additional fees to be paid to the host institution directly.

Students seeking a subsequent endorsement
Illinois State Law allows those possessing a current Illinois Teaching License to obtain one or more subsequent teaching endorsements by pursuing a focused program of study. The configuration of clinical experiences and student teaching required will be based on the results on an evaluation of credentials and professional teaching experiences.

These students will apply and be processed individually consistent with the law and in accordance with NEIU policies and procedures.

TB Tests
TB tests may be obtained in the Health Services Office or from a health provider outside the university.

In accordance with the Illinois School Code (105 ILCS 5/245), all school boards require employees, and clinical students and student teachers, to provide evidence of physical fitness to perform duties assigned and freedom from communicable disease, including tuberculosis. Such evidence shall consist of a tuberculin skin test (NEIU Health Services requires Mantoux) and, if appropriate, an x-ray, made by a physician licensed in Illinois or any other state to practice medicine and surgery in all its branches, an advanced practice nurse who has a written collaborative agreement with a collaborating physician that authorizes the advanced practice nurse to perform health examinations, or a physician assistant who has been delegated the authority to perform health examinations by his or her supervising physician not more than 90 days preceding the start date. TB Tests may be obtained at no cost from the NEIU Health Services Department (773.442.5800, Room E-051).

Those tested outside of NEIU must present their results to the NEIU Health Services Department and receive a Tuberculosis Test Report Form. The student then brings this form to this office. A form is available online at http://www.neiu. edu/~healthsc/tb_form.pdf

Background Checks
Teacher candidates must be aware that the Illinois School Code (ILSC 5/10-21.9) requires school boards to conduct a criminal background investigation on applicants for employment. This law also prohibits the employment of any person who has been convicted of committing or attempting to commit any one or more of a number of offenses. At present, offenses include first degree murder; any Class X felony; juvenile pimping; soliciting for a juvenile prostitute; exploitation of a child; obscenity; child pornography; harmful material; criminal sexual assault; aggravated criminal sexual assault; criminal sexual abuse; aggravated criminal sexual abuse; offenses set forth in the Cannabis Control Act, and crimes defined in the Illinois Controlled Substances Act. Employment must be denied where the offenses and/or conviction occurred inside or outside the state of Illinois.

The College of Education requires LIVESCAN Federal Fingerprint Background Checks of those registering to complete major field-based clinical experiences. Students may be subject to multiple checks if enrolling or participating in a clinical experience after the expiration date.

The College of Education requires LIVESCAN Federal Fingerprint background checks of those registering to complete student teaching less than three months prior to the start of the semester in which student teaching is taken.

Student Teaching Calendar
All courses requiring students to complete field-based clinical components are University courses and follow the University calendar. Student teaching begins and ends on the first and last day of the semester as published in the University Schedule. Students may not report to a school to begin student teaching or activities associated with it before the official first day of the semester, without written approval of the principal and the CEST Director.

During the student teaching period, the student teacher follows the calendar of the school/district, not NEIU, with respect to holidays and vacations. Those planning to student teach in the Spring semester must not plan travel or vacations in advance of receiving a confirmed student teaching assignment. If advance plans are made and conflict with school/district Spring Vacation times, travel plans will need to be altered. Teacher Candidates who plan vacations in advance of knowing the school district calendar risk being unable to complete their plans as scheduled if the vacation period conflicts with the school/district calendar.

Pre-student teaching clinicals: Scheduling
Pre-student teaching clinical experiences are scheduled at dates and times mutually agreed upon between the NEIU Teacher Candidate and the school/site cooperating teacher(s) and/or administration. These will be planned between the start and end dates of the semester and only after being assigned by the CEST Office.

Candidates must plan to be at a school in no less than half day increments, and ideally for full days. Additionally, clinical candidates should plan to be at a clinical site on one or more consistent days throughout the semester.

Pre-student teaching clinicals may not be completed sporadically or clustered into a two or three week period.

A Teacher Candidate who is unable to complete a field-based component of a course within the semester due to an extenuating circumstance may request to receive an "I" grade (see the section on Incompletes in this catalog). When an "I" grade is issued, an Incomplete Contract will be developed to define the requirements, procedures, and timelines to be followed. Deviations from this contract minimally require the written approval of the CEST Director. Lack of success in the placement is not cause to issue an "I" grade.

Scheduling conflicts
Candidates must plan other coursework, work, personal, and family obligations in a way that allows sufficient time to travel to and from the site, fulfill clinical expectations at the site, and complete any associated requirements such as research, lesson planning, and other work required outside of the placement site. When planning, it is suggested that the candidate plan ninety minutes in each direction for travel as there is no guarantee of a placement site close to home, work sites, or the University.

Scheduling conflicts for seminars and other University-based activities may occur as a result of variations in holiday, break, or vacation periods of schools/districts and NEIU, and/or variations among the school/district calendars of the students under the supervision of a single supervisor and/or seminar leader. Conflicts will need to be discussed with the supervisor who may or may not make an accommodation.

The supervisor or the student may seek assistance from the CEST Director to resolve such matters. Nothing in this section should be construed to suggest that matters will automatically resolve as the Teacher Candidate desires as the University is responsible to maintain program integrity.

Seminars
All courses with field-based clinical components include a class seminar held on or off campus. Dates and times will be published in the University Schedule for the semester. Seminars begin during the first week of classes and continue throughout the semester.

Seminars follow a defined syllabus and complement the field-based component of the course. The syllabus includes specific content to be learned. Written and other assignments are also required. Discussions will include reflections about the field-based clinical experience and progress toward becoming a professional educator.

Seminars may or may not be conducted by the same person supervising the clinical student/student teacher and may include Teacher Candidates supervised by multiple supervisors. In this case, the final grade will be determined collaboratively by the supervisor and the seminar leader. Supervisors who are not seminar leaders may need to schedule additional meetings with those being supervised if deemed necessary.

Evaluation
The University Supervisor assigns a final grade with input from the cooperating teacher(s). A Teacher Candidate must be fully successful in the field-based component to successfully complete any course requiring a component regardless of the quality of work in the non-field based component of the course. Failure to successfully complete non-field based work or assignments will negatively impact a course grade.

A grade of "A" or "B" must be earned in a pre-student teaching clinical course to enroll in a subsequent course requiring a field-based clinical component, and in student teaching to be entitled to receive an Illinois Professional Educator License. Student teachers receiving a grade of "C" or "D" will not be entitled to Illinois Licensure but may be eligible for graduation.

The Teacher Candidate may appeal a final grade in accordance with Departmental and College of Education procedures.

Re-enrollment in a clinical course or student teaching
Those earning less than a "B" in any course requiring a field-based component will be reviewed by the CEST Director to determine eligibility to re-enroll in the course. Teacher Candidates who are unsuccessful a second time will be reviewed for removal from the program. A third attempt to re-enroll will not be permitted.

Interrupted placements
Interruptions in placements occur due to changes in staffing at the school, personal or health issues, or due to a lack of success in the field experience. When the placement is interrupted due to unexpected changes in staffing at the site or for some other reason beyond control of the university or the candidate, a new placement site will be secured within the semester.

All decisions to terminate field based placements are handled on a case-by-case basis regardless of the initiator. A request to terminate any field-based clinical experience may be initiated by the University supervisor, cooperating teacher, school/site administrator, the CEST Director, or other NEIU faculty or administrators. If asked to leave a field experience placement by the placements site/school district, cooperating teacher, or NEIU, the teacher candidate will receive an automatic "F" in the respective clinical/student teaching course and will not be given an new placement or allowed to continue his/her field experience. The teacher candidate also may be referred to his/her respective academic department's professional standards committee and/or dismissed from his/her academic program. If a teacher candidate is asked to leave his/her field experience placement, he/she may not have any further communication with the school administration, the cooperating teacher, school staff, or students at the school. If the teacher candidate does so, he/she may be referred to his/her respective academic department's professional standards committee and/or dismissed from his/her academic program.

Candidates provided with, but who do not successfully complete a second field-based clinical experience will generally not be permitted to complete the program.

Self-selected Termination
Those who self-select to terminate a clinical experience or student teaching are required to discuss this matter with the University supervisor and CEST Director prior to making a final decision.

A decision to self-terminate clinical experiences or student teaching must be submitted to the CEST Director in writing prior to notifying the placement site and cooperating teacher. Teacher Candidates who self-terminate are responsible to withdraw from the course in accordance with University procedures and according to timelines printed in the University Schedule. Standard university timelines and procedures influence grading and ability to recover tuition and fees. Teacher Candidates who self-terminate may petition the CEST Director in writing for permission to reapply in a future semester provided the self-termination was not done to avoid remedial or disciplinary actions resulting from deficiencies in knowledge, skills, and/or dispositions. The CEST Office may define conditions or deny a future placement.

A teacher candidate who self-terminates without discussing the matter with the University Supervisor and without submitting a written notice to the CEST Director may receive a "F" in the clinical/student teaching course, be referred to the respective academic department's professional standards committee, and/or dismissed from the academic program.

Causes for removal
The following is a representative, not exhaustive, list of events that are generally considered serious enough to warrant removal from a placement site by the supervisor, cooperating teacher, or site administration: sleeping, completing personal work at the school site, leaving the building, classroom, or assignment area without authorization, inappropriate interactions with students, verbal or physical abuse, fighting, falsification of time sheets by failing to sign in/out at actual times, failure to sign in/out, frequent absences (regardless of reason), multiple changes of clinical schedule, failure to submit lesson plans in advance, failure to develop adequate lesson plans, failure to complete/submit items to CT or US on schedule, lack of content knowledge, inability to cope with the demands of teaching, lack of appropriate and professional dispositions as determined by the CT and/or US, failure to implement directions and/or suggestions for improvement, disruptive to classroom or school, and failure to abide by school/school district or NEIU regulations and policies.

Remediation Plan

A written Remediation Plan will be developed when a placement is interrupted, and it has been determined to secure another placement. A remediation may also be developed at any time a supervisor deems performance to be sub-standard. Remediation Plans will include areas in need of remediation, and goals, activities, timelines, assessment plans, a monitoring plan, and planned future actions will also be included. A candidate's failure to adhere to the Remediation Plan is cause for termination without further placement.

Intermediate steps such as additional coursework or counseling may be required to address deficiencies as part of the Remediation Plan and/or before future placements are made. The written plan will be signed by all, and followed. Additionally, the student may be required to formally withdraw from the course, receive a failing grade. The decision will be based on the causes, not the time the termination occurs during the semester.

When the deficiencies in knowledge, skills, or dispositions are deemed so severe or beyond, remediation, a referral to the Professional Standards Committee of the respective departments, or the College of Education Admissions, Retention and Appeals Committee may be made in tandem with, or in lieu of a Remediation Plan as deemed appropriate by the Director of the CEST Office.

Teacher candidates must attend any "Candidate Alert" and/or action plan meeting and must make accommodations if necessary in order to do so. Failure to attend a "Candidate Alert" and/or action plan meeting may result in an automatic "F" in the clinical/student teaching course, referral to the respective academic department's professional standards committee, and/or dismissal from the academic program.

Credential Files
NEIU student teachers may maintain a credential file in the Placement Office of the Office of Student Affairs/Public Affairs Room B-119, 773.442.4680. Up-to-date vacancy lists are also maintained in this office.

Student Teacher Orientation and Professional Growth Days
The Student Teacher Orientation is scheduled during the week prior to the start of the first day of the semester before student teaching begins. Additional professional growth days may be scheduled at other times during the semester in which student teaching occurs and attendance is required.

Plan vacations, and family and work schedules during the week which precedes the start of the semester in which student teaching to assure attendance. Student teachers who fail to attend may be prohibited from student teaching during that semester.

Student teachers who are full-time teachers and teaching in their own classroom as permitted by law may request an exemption from attendance at all Student Teacher Orientation and Professional Growth Days events other than the meeting with the supervisor only if these days conflict with the school work calendar.

Additional days may be scheduled during the semester, as deemed necessary by the CEST Director. These will be announced on the NEIUport CEST Group homepage or by announcement.

Working and enrollment in other courses

Working and/or enrollment in other University courses during student teaching is strongly discouraged because student teachers are required to function in the same way as does a full-time teacher. As such, tremendous physical and emotional demands are made of the candidate.

In addition to teaching and working in the classroom during the regular school day, a student teacher engages in many other activities. These include preparing detailed lesson plans, grading papers, locating and developing instructional materials to use with students, developing tests and other assessments, participating in professional development sessions that may occur before or after the student school day, planning for and attending student conferences with parents, family, and/or other staff, participating in weekly University-based seminars, and completing written and other assignments associated with the seminar/University course. In addition, attendance at other professional growth activities may be required by the CEST Director as detailed earlier in this section.

Obtaining an initial Illinois Professional Educator License
Successful completion of one of the teacher preparation programs in the College of Education entitles one to obtain an Illinois Professional Educator License. Applications and procedures are available online through http://www.isbe.net.

Those who meet the requirements for additional endorsements will have them added at the time the License is processed. An application for additional endorsement is available in the Dean's Office. Candidates need to turn in this form in the Dean's Office. While NEIU informs the State of those entitled to receive a License, the License is issued by the State and regulations for maintaining and renewing it are governed by the State. Illinois certification laws and procedures are online (http://www.isbe.net/educatorlicensure).

Insurance
Accidents or unforeseen health challenges may occur at any time. Teacher Candidates are especially vulnerable due to contact with large numbers of people.

All full-time students pay a fee for student health insurance or must show proof of a private health plan which provides coverage equal to or better than the student health plan. Part-time students may elect to pay for student health coverage. Details about the NEIU student health insurance plan can be obtained at http://www.neiu.edu/~healthsc or by contacting the Health Service Office (773.442.5800).

Students completing field-based clinicals who are enrolled on a part-time basis are strongly encouraged to have their own health insurance which covers medical services, ambulance transportation, mental health services, and prescription needs whether purchased through NEIU or a private provider.

Liability
Pursuant to Illinois law, the school district must provide NEIU Teacher Candidates with liability protection as is provided to regular employees of the district. See 105 ILCS 5/10-20.20 and 105 ILCS 5/10-22.3.

Educational Foundations (EDFN) course information
Students in EDFN 306, 307, 406, and 407 complete observations and/or service in educational settings. Unlike major clinicals and student teaching, EDFN students identify and secure their own field site to complete the course activities in a way that will allow them to fulfill the specific field-based requirements as outlined in the course syllabi.

Within the first two weeks of the semester, students will receive a direction packet prepared by the CEST Office from the course instructor. This packet will only be issued to students who have been successfully cleared via the federal background check process. Steps to complete prior to going to the school site are defined. Minimally, students must successfully complete the Chicago Public School Field Experience registration process. Students will be required to register with the CEST Office and provide evidence of freedom from communicable diseases (TB, specifically).

Upon completion of these activities, the student will obtain a clearance packet from the CEST Office. The student then is eligible to go into the school site to complete their hours. A documentation form on which all observation and service hours are recorded must be submitted to CEST Office at the end of the semester.

A student may NOT begin the field work for any EDFN class without receiving an authorization packet from the CEST Office.

PROGRAMS

CROSS PROGRAM COURSE OFFERINGS IN EDUCATION

Cross Program Courses in Education (EDUC) are offered in the area of Educational Foundations.

EDUCATIONAL FOUNDATIONS COURSES

EDFN 302 Philosophical and Historical Foundations of Early Childhood Education
EDFN 303 Early Childhood Development

Catalog descriptions of these courses are located in the Educational Leadership and Development section of the catalog.

COUNSELOR EDUCATION

Charles Pistorio, Ph.D., Associate Professor, Chair
Lee A. Beaty, Ph.D., Professor
Sharon Bethea, Ph.D., Associate Professor
Mei-Whei Chen, Ph.D., Professor
Kenneth F. Currier, Ph.D., Associate Professor
Craig S. Johnston, Ph.D., CRC, Associate Professor
Sara Schwarzbaum, Ed.D., Professor
Shedeh Tavakoli, Ph.D., Assistant Professor
Laura Tejeda, Ph.D., Assistant Professor

The mission of the Department of Counselor Education at Northeastern Illinois University is to provide a quality graduate education in Clinical Mental Health, Family, School, and Rehabilitation Counseling. Through a reflective, collaborative pedagogical approach, graduate students acquire transformative as well as culturally sensitive knowledge and skills that promote personal, interpersonal, and professional development. The program will train graduate students to become skilled counselors and clinicians in a diverse and changing world.

Program Objectives

1. The Department of Counselor Education will recruit qualified applicants and will train counselors-in-training to be self reflective, effective, and competent providers of services.
2. Program faculty will endeavor to include the most current evidence-based and/or outcome-based research in their course work.
3. Syllabi will include current CACREP and CORE standards, as well as information from other sources to maintain an open, engaging curriculum that equips students to work in a variety of work settings.
4. The Department will conduct program evaluation including recommendations and feedback from advisory board meetings, program faculty, and current and former students. The information obtained will be reviewed annually and incorporated into the program as appropriate.

The Clinical Mental Health Counseling program at Northeastern Illinois University is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The accreditation runs through July, 2016. (Note: The Clinical Mental Health Counseling program is currently accredited under the 2001 standards for Community Counseling programs as a Community Counseling program. The CACREP 2009 standards combine the Community Counseling and Mental Health Counseling standards into standards for Clinical Mental Health Counseling programs. The counseling program intends to seek accreditation for this program as a Clinical Mental Health Counseling program when it comes up for reaccreditation, per CACREP guidelines.)

The School counseling program is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The School counseling program meets the educational requirements for the state of Illinois for a Professional Educator License (PEL), with the school counselor endorsement. Graduate students of CACREP accredited counseling programs are eligible to sit for the National Counselor Exam (NCE) during their last year of study. The eight core curricular areas of CACREP are the comprehensive foundation of the exam questions used for the NCE. After successful completion of the NCE and upon graduation, one can then apply for the National Certified Counselor (NCC) credential through the National Board of Certified Counselors (NBCC).

The Rehabilitation counseling program is accredited by the Council on Rehabilitation Education (CORE). Graduates of this program are qualified to obtain national certification as a Certified Rehabilitation Counselor (CRC). The standards for rehabilitation counselor education are set by CORE, which has a working relationship and parallel accreditation standards with CACREP.

Graduates of the Clinical Mental Health, School, and Rehabilitation counseling programs are also eligible to apply for and receive licensure as a Licensed Professional Counselor (LPC) upon successful completion of the requirements and licensure application(s) as set forth by the state of Illinois.

It is imperative that students consult with their program advisors regarding course selection and sequencing.

GRADUATE PROGRAMS

Master of Arts in Counseling

The program leading to the Master of Arts degree in Counseling consists of the following three sequences:

1. School Counseling
2. Clinical Mental Health Counseling
3. Rehabilitation Counseling

Admission Requirements

Applicants to all three sequences must meet the admission requirements of the College of Graduate Studies and Research, and the following additional requirements:

1. Submit recent scores for the general test of the Graduate Record Examination (GRE). Scores will be considered along with other aspects of the application;
2. Satisfy supplementary admission requirements as specified by each sequence; and
3. Participate in an evaluative Preadmission Workshop after application materials have been submitted.

The Department of Counselor Education admits students twice a year, in the spring and fall terms. Admission to the program is competitive. It is possible for an otherwise acceptable applicant to be denied admission due to the competitive strength of the applicant pool. Those not selected for admission may reapply only once.

Eligibility to Enroll in Classes

Once students are officially admitted to the program, they may register for classes in the department during regular registration periods. Those who have not yet been reviewed for selection may take one course as a student-at-large. For students in the Clinical Mental Health and School sequences, that course is COUN-401. For students in the Rehabilitation sequence, that course is COUN-433. Upon formal acceptance into the program, the credits for these courses will be applied towards fulfillment of degree requirements.

To qualify for the master's degree, students must complete 48 credit hours of prescribed course work in school and rehabilitation counseling, and 60 hours in Clinical Mental Health counseling. Three credits of practicum, six credits of internship, and successful completion of the written departmental proficiency examination are included in the requirements. Students may not enroll for more than four (4) three-credit hour courses (12 credit hours) in a term.

Once admitted, students must demonstrate satisfactory progress. To continue in the program, a 3.0 GPA average is required, and students may not have more than six credit hours below the grade of B. In the clinical courses, COUN 405 and COUN 406, students must earn a grade of B or better to continue in the program. 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 prior to practicum, and on the annual date of one's admission to the program. Students may also be reviewed for retention at the request of individual faculty members.

Should a student be recommended for non-retention in the program by the faculty Professional Standards 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; and
- inform the student of the procedure used to appeal the committee's decision.

A copy of all communication recommending non-retention will be forwarded by the Department of Counselor Education to the College of Graduate Studies for final action.

Prerequisites: Prerequisites may be taken after admission to the program, but must be completed before Practicum

Clinical Mental Health: None

Rehabilitation: None

School: Current Illinois Teacher License
OR
Applicants to school counseling who do not hold a current teacher license must include in their application packet evidence of

1. Passing the basic skills requirement for the state of Illinois. There are three options: Test of Academic Proficiency (TAP); ACT plus Writing; or SAT, and
2. Submission of the State and Federal Fingerprint Background Checks.
3. In addition, an applicant without a teacher license must complete the following courses prior to starting Practicum/ Internship:
   EDFN 405 Development of Educational Thought
   EDFN 407 Learning Theories and Educational Practice
   SPED 404 Overview of the Field of Special Education

Clinical Mental Health Counseling
Clinical Mental Health Counseling requires a minimum of 60 credit hours, or 20 courses.

COUN 401 Professional Orientation & Legal/Ethical Practices	3 cr.
COUN 402 Developmental Counseling	3 cr.
COUN 403 Theories of Counseling	3 cr.
COUN 404 Assessment & Evaluation in Counseling	3 cr.

COUN 405 Individual Counseling Skills	3 cr.
COUN 406 Group Counseling	3 cr.
COUN 407 Mental Health Counseling	3 cr.
COUN 408 Research Seminar	3 cr.
COUN 409 Career Development	3 cr.
COUN 415 Children & Youth in School & Family Systems	3 cr.
COUN 420 Introduction to Family Counseling	3 cr.
COUN 425 Addictions Counseling	3 cr.
COUN 427 Diagnostic Systems for Counseling	3 cr.
COUN 429 Psychopharmacology	3 cr.
COUN 430 Social & Cultural Diversity in Counseling	3 cr.
COUN 438 Crisis and Trauma Counseling	3 cr.
COUN 439 Case Conceptualization & Treatment Planning	3 cr.
COUN 444 Practicum: Ethical/Legal Issues in Mental Health Counseling	3 cr.
COUN 464 Internship I: Mental Health Counseling	3 cr.
COUN 474 Internship II: Mental Health Counseling	3 cr.
	Total 60 cr.

School Counseling

School Counseling requires a minimum of 48 credit hours, or 16 courses.

COUN 401 Professional Orientation & Legal/Ethical Practices	3 cr.
COUN 402 Developmental Counseling	3 cr.
COUN 403 Theories of Counseling	3 cr.
COUN 404 Assessment & Evaluation in Counseling	3 cr.
COUN 405 Individual Counseling Skills	3 cr.
COUN 406 Group Counseling	3 cr.
COUN 408 Research Seminar	3 cr.
COUN 409 Career Development	3 cr.
COUN 410 Seminar in School Counseling	3 cr.
COUN 411 Post Secondary College & Career Counseling	3 cr.
COUN 415 Children & Youth in School & Family Systems	3 cr.
COUN 430 Social & Cultural Diversity in Counseling	3 cr.
COUN 442 Practicum: School Counseling	3 cr.
COUN 462 Internship I: School Counseling	3 cr.
COUN 472 Internship II: School Counseling	3 cr.
Elective #1	3 cr.
	Total 48 cr.

Rehabilitation Counseling

Rehabilitation Counseling requires a minimum of 48 credit hours, or 16 courses.

COUN 402 Developmental Counseling	3 cr.
COUN 403 Theories of Counseling	3 cr.
COUN 404 Assessment & Evaluation in Counseling	3 cr.
COUN 405 Individual Counseling Skills	3 cr.
COUN 406 Group Counseling	3 cr.
COUN 408 Research Seminar	3 cr.

COUN 409 Career Development	3 cr.
COUN 427 Diagnostic Systems for Counseling	3 cr.
COUN 430 Social & Cultural Diversity in Counseling	3 cr.
COUN 433 Foundations of Rehabilitation Counseling	3 cr.
COUN 434 Medical & Psychological Aspects of Disability	3 cr.
COUN 435 Work and Disability	3 cr.
COUN 436 Case Management in Rehabilitation Counseling	3 cr.
COUN 446 Practicum in Rehabilitation Counseling	3 cr.
COUN 463 Internship I: Rehabilitation Counseling	3 cr.
COUN 473 Internship II: Rehabilitation Counseling	3 cr.
	Total 48 cr.

Clinical Experience

Practicum

Practicum is a 100 hours, field-based experience which requires a minimum of 40 hours of clinical contact with clients (contact hours), and is a prerequisite for Internship.

NOTE: Practicum is offered in the Fall semester.

Internship

Internship is a 600 hours, field-based experience which requires a minimum of 240 hours of clinical contact with clients. Students earn six credit hours for internships I and II.

Departmental Proficiency Examination

All candidates are required to pass a comprehensive examination. Candidates may take the examination after completion of 27 credit hours of coursework, including COUN 401 (433 for Rehabilitation), 402, 403, 404, 405, 406, 408, 409, and 430. This exam is offered in February, June and October annually.

Notification of Student Recess

Once having begun the Counselor Education program, if a student does not attend classes for more than two consecutive semesters (Fall, Spring, Summer), the student must notify the College of Graduate Studies and Research and the advisor of his/her intent to continue in the program. Faculty members reserve the right to review the student's course work upon reentry by the student and to require that certain courses be repeated if necessary. Students have a maximum of six years in which to complete their degree programs.

Master of Arts in Family Counseling

Coursework for the 60 credit hours Master of Arts in Family Counseling program fulfills the requirements for state licensure, the CACREP Specialty Track, the National Academy for Certified Family Therapists, Inc., and the American Association for Marriage and Family Therapy Clinical memberships. Although most accrediting bodies use the words "Marriage and Family" to describe their specialty, this program has elected to use the word "Family" to represent what the program believes to be a better description of the practice methods.

The Family counseling program is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). Graduates of CACREP accredited programs are eligible to sit for the National Counselor Exam (NCE) during their last year of study. The eight core curricular areas of CACREP are the comprehensive foundation of the exam questions used for the NCE. After successful

completion of the NCE and upon graduation, one can then apply for the National Certified Counselor credential through the National Board of Certified Counselors (NBCC).

Admission Requirements
Applicants to the M.A. in Family Counseling program must meet the admission requirements of the College of Graduate Studies and Research and the following additional requirements:

1. Submit recent scores for the general test of the Graduate Record Examination (GRE). Scores will be considered along with other aspects of the application; and
2. Participate in an evaluative Preadmission Workshop after application materials have been submitted. The Department of Counselor Education admits students twice a year, in the spring and fall terms. Admission to the program is competitive. It is possible for an otherwise acceptable applicant to be denied admission due to the competitive strength of the applicant pool. Those not selected for admission may reapply only once.

Eligibility to Enroll in Classes
Once students are officially admitted to the program, they may register for classes in the department during regular registration periods. Those who have not yet been reviewed for admission may take one course, COUN 401, as a student-at-large. Upon formal acceptance into the program, the credits for this course will be applied towards fulfillment of degree requirements.

To qualify for the master's degree, students must complete 60 credit hours of prescribed coursework, which includes three credits of practicum, six credits of internship, and successful completion of the written departmental proficiency examination. Students may not enroll for more than four (4) three-credit hour courses (12 credit hours) in a term.

Once admitted, students must demonstrate satisfactory progress. To continue in the program, a 3.0 GPA average is required, and students may not have more than six credit hours below the grade of B. In the clinical courses, COUN 405 and COUN 406, students must earn a grade of B or better to continue in the program. 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 prior to practicum, and on the annual date of one's admission to the program. Students may also be reviewed for retention at the request of individual faculty members.

Should a student be recommended for non-retention in the program by the faculty Professional Standards 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;
- require specific remedial steps that must be taken before continuation in the program is permitted; and
- inform the student of the procedure used to appeal the committee's decision.

A copy of all communication recommending non-retention will be forwarded by the Department of Counselor Education to the College of Graduate Studies and Research for final action.

Prerequisites
None

THE CURRICULUM

Family Counseling

Family Counseling requires a minimum of 60 credit hours, or 20 courses.

COUN 401 Professional Orientation & Legal/Ethical Practices	3 cr.
COUN 402 Developmental Counseling	3 cr.
COUN 403 Theories of Counseling	3 cr.
COUN 404 Assessment & Evaluation in Counseling	3 cr.
COUN 405 Individual Counseling Skills	3 cr.
COUN 406 Group Counseling	3 cr.
COUN 407 Mental Health Counseling	3 cr.
COUN 408 Research Seminar	3 cr.
COUN 409 Career Development	3 cr.
COUN 415 Children & Youth in School & Family Systems	3 cr.
COUN 420 Introduction to Family Counseling	3 cr.
COUN 421 Advanced Marriage & Family Counseling	3 cr.
COUN 427 Diagnostic Systems for Counseling	3 cr.
COUN 430 Social & Cultural Diversity in Counseling	3 cr.
COUN 431 Couple & Family Systems Study	3 cr.
COUN 432 Counseling Couples	3 cr.
COUN 445 Practicum: Family Counseling	3 cr.
COUN 465 Internship I: Family Counseling	3 cr.
COUN 475 Internship II: Family Counseling	3 cr.
Elective #1	3 cr.
	TOTAL 60 cr.

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 may be used as electives with the permission of the student's advisor (e.g., Psychology/Gerontology, Special Education, Leadership).

Student assistants used for clinical courses will receive 3 credits which may be used for elective credit or for additional credit beyond the 48 or 60 hours of the student's 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. It is imperative that each student take responsibility for consulting with both the advisor and the faculty coordinator of clinical experiences long before applying for the clinical courses. Failure to do so could delay completion of the program.

Clinical Experience

Practicum is a 100 hours, field-based experience which requires a minimum of 50 hours of clinical contact with clients (contact hours), and is a prerequisite for Internship.
NOTE: Practicum is offered in the Fall semester.

Internship

Internship is a 600 hours, field-based experience which requires a minimum of 250 hours of clinical contact with clients. Students are strongly encouraged to complete all coursework prior to beginning Internship. Students earn six credit hours for internships I and II.

Departmental Proficiency Examination
All candidates are required to pass a comprehensive examination. Candidates may take the examination after 39 credit hours of required coursework have been completed, including COUN 401, 402, 403, 404, 405, 406, 408, 409, 415, 420, 421, 430, and 431. This examination is offered in February, June, and October annually.

Notification of Student Recess
Once having begun the Counselor Education program, if a student does not attend classes for more than two consecutive semesters (Fall, Spring, Summer), the student must notify the College of Graduate Studies and Research and the advisor of his/her intent to continue in the program. Faculty members reserve the right to review the student's coursework upon reentry by the student and to require that certain courses be repeated if necessary. Students have a maximum of six years to complete their degree programs.

Elective Courses
The number of elective courses will vary for each sequence. The elective courses will be selected in consultation with an advisor. Courses must be appropriate for that sequence and the student's career objectives. Electives may be selected from the following:

COUN-410 Seminar in School Counseling	3 cr.
COUN-411 Post Secondary College & Career Counseling	3 cr.
COUN-414 Advanced Career Counseling	3 cr.
COUN-415 Children and Youth in School and Family Systems	3 cr.
COUN-420 Introduction to Family Counseling	3 cr.
COUN-421 Advanced Marriage and Family Counseling	3 cr.
COUN-422 Grief Counseling	3 cr.
COUN-423 Counseling for Business & Industry	3 cr.
COUN-424 Stress Management	3 cr.
COUN-425 Addictions Counseling	3 cr.
COUN-426 Advanced Counseling for Chemical Dependency	3 cr.
COUN-427 Diagnostic Systems for Counseling	3 cr.
COUN-428 Advanced Individual Counseling: Case Conceptualization	3 cr.
COUN-429 Psychopharmacology	3 cr.
COUN-431 Couple and Family Systems Studies	3 cr.
COUN-432 Counseling Couples	3 cr.
COUN 433 Foundations of Rehabilitation Counseling	3 cr.
COUN 434 Medical & Psychosocial Aspects of Disability	3 cr.
COUN 435 Work & Disability	3 cr.
COUN 436 Case Management in Rehabilitation Counseling	3 cr.
COUN-437 Introduction to Integrative Expressive Techniques	3 cr.
COUN-468H Seminar: Student Personnel Work in Higher Education	3 cr.
COUN-478 Advanced Counseling	3 cr.
COUN-490 Thesis Research	3 cr.
COUN-499 Clinical Supervision	3 cr.

COURSE OFFERINGS

COUN-401 Professional Orientation & Legal/Ethical Practices, 3 cr. This course offers an orientation to the counseling profession, including professional identity issues and the professional career options. Students will study the history of the profession, ethical and legal standards and practices, credentialing, professional organizations, functions of a counselor, and professional journals. Students will also be oriented to skills required for multicultural counseling competency. Prereq.: graduate standing.

C0UN-402 Developmental Counseling, 3 cr. 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. Prereq: graduate standing.

COUN-403 Theories of Counseling, 3 cr. Focuses on various theories of counseling and their associated techniques. Students study a range of theories and their application 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. Prereq-graduate standing.

COUN-404 Assessment and Evaluation in Counseling, 3 cr. 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. Prereq: graduate standing.

COUN-405 Individual Counseling Skills, 3 cr. 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. Prereq: COUN-403 and 401 or 433.

COUN-406 Group Counseling, 3 cr. 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. Prereq: COUN -405.

COUN-407 Mental Health Counseling, 3 cr. This course introduces students to the primary settings in which mental health counselors provide services. It critically evaluates the legal, ethical, social, professional, organizational, research, and contextual realities that shape and direct the mental health field. The changing service delivery, the impact of managed cares, and the comprehensive mental health counseling model will be explored. This course is designed to enhance student understanding of the contextual complexity of mental health and "mental illness," aiming to encourage students to critically evaluate the field and to understand the importance of preserving the resiliency of the clinicians to prevent burnout. Prereq: COUN-403

COUN-408 Research Seminar, 3 cr. Introduces students to the nature of scientific research, with particular reference to the research methods and statistical treatments that are appropriate to the study of problems and issues related to professional counseling. Students demonstrate their critical understanding by designing a research proposal. Course contributes to the research and evaluation component of the program and is required of all students. Prereq: COUN-404

COUN-409 Career Development, 3 cr. This introductory course provides an overview of the field of career development with applications appropriate to the student's sequence. The 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 children, adolescents, and adults. This course contributes to the lifestyle and career development component of the program. Required of all students in the Counselor Education Program.

COUN-410 Seminar in School Counseling, 3 cr. This course provides an overview of the field of school counseling in elementary, middle, and secondary schools. Emphasis is on the role of the school counselor as well as an examination of the history and current trends in school counseling programs and services. The developmental school counseling model offers a foundation for understanding various interventions, including individual and group counseling, crisis intervention, consultation, appraisal, and coordination of counseling services. Required of all students in the School Counseling Sequence. Prereq.: graduate standing.

COUN-411 Post Secondary College & Career Counseling, 3 cr. This course is intended to provide students, who have an interest in working at the high school level, with specialized information about college search, admissions, and financial aid processes. This course will provide an overview of the field of college counseling and the basics of the college admission and selection process. It will emphasize the role of the school counselor in providing information, assistance, and support in the students' and families' decision-making. Prereq: Graduate standing, COUN-405 and 410 or permission of the instructor.

COUN-414 Advanced Career Counseling, 3 cr. 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. Prereq: COUN-409, consent of instructor.

COUN-415 Children and Youth in School and Family Systems, 3 cr. A study of children and youth and their systems. Assessment and Counseling techniques will be addressed. A comparison between the medically modeled view and the systemic view will be presented. Students will interview a child and his/her family as well as an older youth and their family. Prereq: COUN-420 or consent of instructor.

COUN-420 Introduction to Family Counseling, 3 cr. Course focuses on major theories and techniques of family counseling. Lectures, student research, and role playing are utilized as presentation forms. Prereq: graduate standing, COUN-403 and 401 or 433.

COUN-421 Advanced Marriage and Family Counseling, 3 cr. 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. Prereq: graduate standing and COUN-420

COUN-422 Grief Counseling, 3 cr. 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 maladaptive 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. Prereq: graduate standing, COUN-403 and 401 or 433.

COUN-423 Counseling for Business & Industry, 3 cr. Focuses on the counseling needs in business and industry. The course builds on the work done in COUN-414 Advanced Career Counseling, 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. Prereq: graduate standing, COUN-409.

COUN-424 Stress Management, 3 cr. 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. Prereq:COUN-401 or 433.

COUN-425 Addictions Counseling, 3 cr. This course focuses primarily on the work of counselors who deal with psychoactive substance use, abuse, and dependence among clients. The course is presented in three modules: 1) a contextual understanding of substance addiction including the pharmacological, socioeconomic, and psychological aspects of addiction; 2) screening, assessment, treatment planning, referral, and counseling interventions; and 3) specialty addiction areas such as gambling, sexual, food and relationship addictions. An overview of current best practices in counseling is presented such as motivational interviewing and cognitive/behavioral approaches. Prereq.: graduate standing, COUN-403 and 401 or 433.

COUN-426 Advanced Counseling for Chemical Dependency, 3 cr. 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. A needs assessment among class members will determine part of this course. Prereq: graduate standing and COUN-425 or consent of instructor.

COUN-427 Diagnostic Systems for Counseling, 3 cr. 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. Prereq: graduate standing.

COUN-428 Advanced Individual Counseling: Case Conceptualization, 3 cr. Provides students with the opportunity to work with a single client over a ten-week period, using integrative conceptualization and counseling models as a basis for on-going assessment and planning. Small group settings focus on diagnosis and treatment planning within the context of legal and ethical guidelines and with reference to the current Diagnostic and Statistical Manual of Mental Disorders of the American Psychiatric Association. Requirements include preparation and presentation of a professional disclosure statement and a clinical case study.

COUN-429 Psychopharmacology, 3 cr. This is an introductory course to psychopharmacology for non-medical, helping professionals. Students will be informed about the pharmacological aspects of addiction, psychotherapeutic medications and drugs of abuse. Emphasis is placed on the basic principles of pharmacology, the effects of drugs on the human central and peripheral nervous systems; and psychoactive drug effects and side effects. It is also designed to provide an overview of pharmacological classification systems and pharmacological interventions for psychiatric disorders. It will address benefits and side effects, trends and physiological principles as well as medical and pharmacological lexicon.

COUN-430 Social and Cultural Diversity in Counseling, 3 cr. Students will be introduced to the training model for multicultural competency, which includes awareness of cultural assumptions, knowledge of cultural diversity and racial/ethnic issues, and skills for social and cultural diversity counseling. Students will gain understanding of the impact of their own cultural identity on behavior, functioning, and the therapeutic relationship. Skills for successful social and cultural diversity counseling will be taught, including assessment of cultural identity and worldview, acculturation, spirituality, gender, socioeconomic status, and oppression.

COUN-431 Couple and Family Systems Study, 3 cr. An in-depth look at family systems, including a family's developmental and life cycles. Attention will be given to various contemporary family structures with a focus on family assessment of contemporary problems such as substance abuse, domestic violence, and sexual dysfunction. Comparison of a systemic view and the traditional medically modeled psychological and psychiatric view will be addressed. Students will also study the assessment of families through the use of standardized instruments. Prereq.: graduate standing.

COUN-432 Counseling Couples, 3 cr. This course will provide students with knowledge and understanding of the principal theoretical frameworks, and the existing clinical approaches to counseling couples derived from the theoretical frameworks. The course will also expose students to a variety of clinical issues a counselor is most likely to encounter in clinical work with couples. Prereq: graduate standing and COUN 420

COUN-433 Foundations of Rehabilitation Counseling, 3 cr. This course will provide students with the foundations of rehabilitation and the rehabilitation counseling profession. The course will introduce students to relevant aspects of rehabilitation history, philosophy, values, and practice, with an emphasis on the operational aspects of the rehabilitation service delivery system. The course will examine current issues, community resources, services, and the vocational rehabilitation process. Prereq: graduate standing

COUN-434 Medical & Psychological Aspects of Disability, 3 cr. Involves study of medical information on a wide range of disabilities from systems perspective. The psychological, social, and vocational implications of the experience of the various disorders will be integrated into the course. Medical terminology, medical specialty practices and health care systems providing diagnosis, treatment, restorative services, or therapy to individuals with disabilities will be discussed. The course, nature, etiology, effects and prognosis of physical, sensory, mental, neurological, developmental, and other disability/disease processes will be covered. Case studies of system-related disabilities will be presented with emphasis on understanding the psychosocial, functional and vocational implications of disease, congenital and adventitious disability Prereq: admission to the program

COUN-435 Work and Disability, 3 cr. This course involves both didactic and experiential modes of instruction enabling students to build competencies in the career development and job placement of persons with disabilities. Students will learn the procedures in developing effective job development and placement strategies and obtain knowledge of labor market trends, employment law, and vocational issues surrounding the acquisition and maintenance of competitive employment in today's society. Specific emphasis will be placed on the unique challenges faced by people from non-majority and traditionally underserved groups. Prereq: COUN-433

COUN-436 Case Management in Rehabilitation Counseling, 3 cr. The course is intended to be a capstone experience whereby the rehabilitation counselor-in-training applies principles, skills, and knowledge to simulated case examples. Topics include: the goals and models of case management in rehabilitation; client/consumer interviewing and assessment; planning for appropriate and effective intervention strategies, services, and benefits included in a rehabilitation plan; plan monitoring and evaluation; and job placement, closure, and follow-up. Various models of case management will be presented with a primary focus on the State-Federal Vocational Rehabilitation model. Prereq: COUN 433, 434, 435

COUN-437 Introduction to Integrative Expressive Techniques, 3 cr. The purpose of this course is to introduce integrative expressive therapies into counseling practice. The course covers 10 commonly used counseling frameworks with expressive art interventions. Adlerian therapy, Narrative therapy, Person-Centered therapy, and other forms of therapy will be discussed in relation to expressive arts techniques. The course will be primarily experiential in which students will experience different expressive arts. Prereq: Graduate standing.

COUN-438 Crisis and Trauma Counseling, 3 cr. This course provides the counseling student with an introduction to research, theory, and practices within the field of trauma and crisis diagnosis, assessment and intervention. The course will cover the historical evolution of the field; biopsychosocial underpinnings of trauma and trauma spectrum disorders; issues in diagnosis, assessment, and intervention from a culturally diverse and systemic framework; and a synthesis of best practices as they are currently evolving. Prereq: COUN 403, 405, 427

COUN-439 Case Conceptualization and Treatment Planning, 3 cr. This Course will focus on using integrative conceptualization and counseling models and a basis for on-going assessment (clinical

understanding of the client), diagnosis (identification and labeling of a problem), and treatment planning (interventions and strategies) to help clients make changes and improve their coping and resiliency. The course builds on the knowledge of theories of counseling (COUN 403) and diagnosis of mental disorders with the current, Diagnostic and Statistical Manual of Mental Disorders of the American Psychiatric Association (COUN 427). Prereq: COUN 403 and 427

COUN-442 Practicum I: Group Supervision in School Counseling, 3cr. Course focuses on the integration of counseling skills and conceptual frameworks to create strategies to assist children in the areas of personal, social, education and career development, 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 school sequence. Prereq: COUN-409, and approval of Coordinator of Clinical Experiences.

COUN-444 Practicum: Ethical/Legal Issues in Mental Health Counseling, 3 cr. Course 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. Prereq: COUN 409 and approval of Coordinator of Clinical Experiences.

COUN-445 Practicum I: Group Supervision in Couple and Family Counseling, 3 cr. Practicum I focuses on group supervision of the clinical experiences as well as on assessment and planning procedures for counselors within the context of legal and ethical guidelines. A review of major theories and Couple/Marriage & Family techniques are applied to case material generated from the field experience of Practicum I. This course contributes to the counseling proficiency component of the program and is required of all students in the family counseling program. Prereq.: Acceptance into the C/M&F sequence and approval of Coordinator of Clinical Experiences.

COUN-446 Practicum in Rehabilitation Counseling, 3 cr. Students will apply rehabilitation counseling knowledge and skills introduced in previous courses. The purpose of the course is to enhance basic rehabilitation counseling skills including interviewing, listening skills, assessment, documentation and case recording, referral, and follow-up services. There will be periodic and direct communications throughout the semester between the site supervisor and the faculty through site visits, conference calls, electronic communications and either video-taping or audio-recording of individual counseling sessions between the student and client. Prereq: COUN-402, 403, 404, 405, 406, 409, 433, 434, 435, 436

COUN-462 Internship I: School Counseling, 3 cr. First of two supervised internship courses required for the school counseling sequence. Focus is on the implementation of the role of the school counselor in school settings. Interns work under the supervision of a site supervisor and a university faculty person. The course will require the intern to complete 300 hours of field related activities and participate in an on-campus seminar every other week. Prereq: COUN-442.

COUN-463 Internship I: Rehabilitation Counseling, 3 cr. Students will apply rehabilitation counseling knowledge and skills introduced in previous courses through classroom-based activities and supervision provided by university-based certified rehabilitation counselor. The purpose of the course is to enhance basic rehabilitation counseling skills through Socratic, individualized, and group supervision including interviewing, listening skills, ethical/professional issues, case studies, community resource reports, assessment, documentation and case recording, referral, and follow-up services in actual community-based settings serving per-sons with disability. Prereq: COUN 446 and approval of Coordinator of Clinical Experiences

COUN-464 Internship I: Mental Health Counseling, 3 cr. This course is the first of two supervised internship courses required for the Mental Health Counseling sequence that focuses on the role of the counselor in a mental health 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. This course requires 300 hours of field-related activities, including participation in an on-campus seminar every other week. Prereq: COUN 444, 401, 402, 403, 404, 405, 406, 409, 420, 427, 430.

COUN-465 Internship I: Group Supervision in Couple and Family Counseling, 3 cr. This is the first of the supervised internship courses required for the family counseling program sequence. The focus of this course is on the implementation of the role of the family counselor in a community agency, family guidance clinic, community mental health center, hospital, substance abuse treatment program, aging center or court services setting. Interns will be working under the supervision of a site supervisor and a counselor education faculty person. The course will require the intern to complete 300 hours of field-related activities, including participation in an on-campus seminar every other week. Prereq.: COUN-445, 401, 402, 403, 404, 405, 406, 409, 415, 420, 421, 427,430.

COUN-466 Independent Study in Guidance and Personnel Work, 3 cr. Intensive guided study in selected areas of guidance and personnel work. Consultation with instructor prior to registration is mandatory. Prereq: graduate standing and consent of instructor.

COUN-469 Independent Study in Guidance and Personnel Work, 1 cr. Intensive guided study in selected areas of guidance and personnel work. Consultation with instructor prior to registration is mandatory. Prereq: graduate standing and consent of instructor.

COUN-470 Independent Study in Guidance and Personnel Work, 2 cr. (See COUN-469 for description.)

COUN-472: Internship II: School Counseling, 3 cr. A continuation of COUN 462 focusing on the implementation of the role of the school counselor in school settings. Interns work 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 and participate in an on-campus seminar every other week. Prereq: COUN 462 and approval of instructor.

COUN-473 Internship II: Rehabilitation Counseling, 3 cr. Students will apply rehabilitation counseling knowledge and skills introduced in previous courses in a community-based, field experience. The purpose of the course is to further develop rehabilitation counseling skills including counseling interventions, intake interviewing and eligibility determination, assessment, rehabilitation plan development and construction, documentation and case recording, case management, and follow-up services. There will be periodic and direct communications throughout the semester between the site supervisor and the faculty through site visits, conference calls, electronic communications and either videotaping or audio recording of individual counseling sessions between the student and client. Prereq: COUN 463 and approval of Coordinator of Clinical Experiences.

COUN-474 Internship II: Mental Health Counseling, 3 cr. A continuation of COUN-464 which further involves the intern in the implementation of the role of the counselor in a mental health counseling 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. Prereq: COUN-464.

COUN-475 Internship II: Group Supervision in Couple and Family Counseling, 3 cr. This course is a continuation of COUN-465 and further involves the intern in the implementation of the role of the family counselor in an approved internship placement. Interns will be working under the supervision of a site supervisor and a counselor education staff person. The course will require the intern to complete 300 hours of field related activities, including participation in an on-campus seminar every other week. Prereq.: COUN-465 and approval of instructor.

COUN-478 Advanced Counseling, 3 cr. The purpose of this course is to provide the counselor education students with advanced practice in individual counseling. Students will serve as graduate mentors to those who are taking COUN 405 Individual Counseling Skills. The students in this course will assist the instructor in demonstrations of proper counseling skills, in supervision of counseling sessions held in the counselor

education laboratory, and in giving feedback to students in COUN 405. Prereq: Graduate Standing, COUN-405, and the consent of the instructor.

COUN-490 Thesis Research, 3 cr. This course includes the preparation and submission of a master of arts thesis under the supervision of a faculty committee. Thesis topics will reflect students' interest in a variety of counseling areas. Theses may be based on quantitative and/or qualitative methodologies. Prereq: Admission to candidacy, COUN-408, consent of instructor.

COUN-499: Clinical Supervision, 3 cr. This course will examine clinical supervision theory and techniques currently used in counseling and psychotherapy and introduce students to supervision as a specialty. Focusing on developmental issues of both supervisors and clinicians, this course will study methods that can be used to enhance counselor competency and issues related to supervising multiple counseling models. Students are expected to be supervising already, as group and individual supervision-of-supervision will be a component of the class. Prereq.: graduate degree, or clinical experience as a supervisor with permission of the instructor. Students must have at least two supervisees they are currently supervising.

EDUCATIONAL INQUIRY AND CURRICULUM STUDIES

Brian D. Schultz, Ph.D., Professor, Chair
Sunni Ali, Ed.D., Assistant Professor
René Luis Alvarez, Ph.D., Assistant Professor
Ann Aviles de Bradley, Ph.D., Assistant Professor
Hua Bai, Ph.D., Associate Professor
Kimya Barden, Ph.D., Assistant Professor
Anastasia Brelias, Ph.D., Assistant Professor
Huseyin Colak, Ph.D., Assistant Professor
Alison Dover, Ed.D., Assistant Professor
Timothy Duggan, Ed.D., Associate Professor
Nicole Holland, Ph.D., Professor
Zada Johnson, Ph.D., Assistant Professor
Elaine Koffman, Ph.D., Associate Professor
Eleni Makris, Ph.D., Associate Professor
Erica Meiners, Ph.D., Professor
Isaura Pulido, Ph.D., Associate Professor
Katy Smith, Ph.D., Associate Professor
Durene Wheeler, Ph.D., Associate Professor
Lance Williams, Ph.D., Associate Professor
Conrad Worrill, Ph.D., Professor

The Department of Educational Inquiry and Curriculum Studies is home to coursework and programs in Educational Foundations, Inner City Studies Education, and Secondary Education. Whether seeking to complete initial 6-12/K-12 teaching licensure, to expand their classroom repertoire, to become educators in alternative contexts, or to enhance their understanding of the historical, political, and social underpinnings of education in and beyond the inner city, our students leave our department uniquely prepared as reflective, collaborative, and transformative education professionals.

UNDERGRADUATE PROGRAMS
in Educational Foundations

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.

EDFN-305 Philosophical and Historical Foundations of Public Education
(or EDFN-405) 3 cr.
EDFN-306 Educational and Individual Differences (or EDFN-406) 3 cr.
EDFN-307 Psychology of Instruction and Learning (or EDFN-407) 3 cr.

- No required professional education courses may be taken more than twice to achieve an acceptable grade.
- Sophomore standing is required.
- EDFN-306 is a prerequisite for EDFN-307. EDFN-306 must be completed with a grade of "C" or better.
- EDFN-306 and EDFN-307 may not be taken during the same semester.
- EDFN-307 / 407 require admission to the College of Education.

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 2 cr.

EDFN Area Courses:
(pre-approved by the EDFN coordinator 12 cr.
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 the EDFN coordinator.

Education Electives:
(pre-approved by the EDFN coordinator 4-6 cr.
Electives will be selected by the student in consultation with the EDFN coordinator.
Total 18-20 cr.

COURSE OFFERINGS
EDFN-202 Laboratory in the Foundations of Education, 1 cr. Students will be guided toward appropriate experiences in a school 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. Prereq.: sophomore standing and consent of instructor.
EDFN-203 Laboratory in the Foundations of Education, 2 cr. (See EDFN-202 for description)
EDFN-204 Laboratory in the Foundations of Education, 3 cr. (See EDFN-202 for description)
EDFN-205 Education and Society: A Global Perspective, 3 cr. The school is viewed as a key social institution exercising influence on 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. Prereq.: sophomore standing or consent of instructor.

EDFN-206 Laboratory in the Foundations of Education, 1 cr. (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, 1 cr. (See EDFN-202 for general description) Specific to understanding and utilization of concepts developed in EDFN-307 (Psychology of Instruction and Learning).

EDFN-302 Philosophical and Historical Foundations of Early Childhood Education, 3 cr. 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, 3 cr. 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, 3 cr. 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 antecedents. The study of various philosophic schools of thought and their impact on educational theory and practice, past and present. Prereq.: sophomore standing.

EDFN-306 Education and Individual Differences, 3 cr. 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. Twenty hours of classroom observation required. Prereq.: sophomore standing.

EDFN-307 Psychology of Instruction and Learning, 3 cr. 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. Twenty hours of classroom observation required. Prereq.: Admission to COE, EDFN-306 or EDFN-406 with a grade of "C" or better.

EDFN-312 Seminar in Current Education Literature, 3 cr. 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. Prereq.: junior standing or consent of instructor.

EDFN-313 Problems, Issues, and Practices in Education, 3 cr. An in-depth examination of salient issues confronting contemporary American education. Topics selected are varied in accordance with student interest. Prereq.: junior standing or consent of instructor.

EDFN-314B Race, Identity, & Cultures in Education, 3 cr. This course examines theories and methods of educating children of diverse racial, cultural and linguistic backgrounds in the U.S. school system. Students will learn how to identify cultural, and linguistic differences that may impede a person's progress in an

educational system or in learning a new language or culture. Students will develop an understanding of how these differences can be used as a positive rather than negative resource in the teaching-learning process. Prereq.: Junior standing or consent of instructor.

EDFN-314K Social Justice and the Politics of Education, 3 cr. In this course, students will examine social justice concerns in educational policy and practice. This course will explore theories and debates about social justice goals and themes, and education. Through our study of critical issues in education globally and locally, we will explore ideas about the role of education in society. The following questions are central to the course: What concepts and conditions constitute "social justice"? What kind of education is needed in a democracy? What is the relationship between schooling and participation in democratic life? Prereq.: Junior standing or consent of instructor.

EDFN-314L Gender, Race, and Class Issues in Education, 3 cr. This course focuses on the role of the educational system in the constructions and reproduction of gender and racial inequality. Using both academic and popular literature to gain perspectives, we will examine relationships between school and society. Topics to be addresses include the historical constructions, representation of schooling and the teaching profession, popular culture and education, class and schooling, access and equity of schooling experiences, as well as sexuality and schooling. Prereq.: Junior standing or consent of instructor.

EDFN-317 Psychological Issues in Educational Settings, 1 cr. 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. Prereq.: junior standing or consent of instructor.

EDFN-318 Psychological Issues in Educational Settings, 2 cr. (See EDFN-317 for description)

EDFN-319 Psychological Issues in Educational Settings, 3 cr. (See EDFN-317 for description)

EDFN-321 Group Dynamics in Educational Settings, 3 cr. 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. Prereq.: junior standing or consent of instructor.

EDFN-322 Introductory Statistical Analysis in Education, 3 cr. An introduction to statistical analysis with special focus on methods employed in educational research and evaluation. Topics include descriptive statistics, co relational 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. Prereq.: junior standing or consent of instructor.

EDFN-333 School Law for Teachers, 3 cr. Provides K-12 teachers and prospective teachers with an understanding of the impact of the legal processes on schools. Attention is given to current issues and their implications for classroom teachers. Topics include: the 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. Prereq.: junior standing.

EDFN-342 Teaching with Technology, 3 cr. This course focuses on instructional use of computer technology and helps students develop technology integration skills. Students will understand how to enhance learning experiences through meaningful integration of technology. They will learn to use different programs and tools to facilitate teaching and learning in classrooms.

EDFN-405 Development of Educational Thought, 3 cr. 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. Prereq.: graduate standing.
EDFN-406 Human Development and Learning, 3 cr. 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. Twenty hours of classroom observation required. Prereq.: graduate standing.
EDFN-407 Learning Theories and Educational Practice, 3 cr. Analysis of classroom learning and management in terms of principles and theories of learning and motivation and recent research on effective teaching. Twenty hours of classroom observations required. Prereq.: Admission to COE.
EDFN-410 Education as a Social Institution, 3 cr. 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. Prereq.: graduate standing or consent of instructor.
EDFN-411 Comparative Education: Title Varies, 3 cr. This course provides the student in the College of Education with an opportunity to study a variety of critical issues and current topics which relate to the fields of comparative and international education. This course will provide students with an opportunity to utilize Internet and other distance education opportunities. Students participating in this course will also have the option of participating in an educational experience outside of the United States. This international experience is designed to enhance the student's mastery of international and comparative education elements of the course topic.
EDFN-411A Comparative Education: Higher Education, 3 cr. This course provides the student with an opportunity to development, structures, governance of, and critical issues of higher education systems in the United States with those of another country.
EDFN-411B Comparative Education: Leadership, 3 cr. This course provides the student with an opportunity to analyze leadership not only as an understandable process, but also as a universal one by comparing and contrasting leadership theories, practices and actions as they are applied in social and educational systems different from the United States.
EDFN-412 Selected Concepts in the Philosophy of Education, 3 cr. 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 ends in education. Prereq.: graduate standing or consent of instructor.
EDFN-416 Cultural Pluralism and the Schools, 3 cr. The study of multicultural groups: differences and commonalities. Special emphasis is on the investigation and evaluation of various concepts and models of cultural and sub-cultural relationships as manifested in the schools. Study and application of ethnographic methods to sub-cultures related to and within the educational context. Prereq.: graduate standing, or consent of instructor.
EDFN-419 Adolescent Development and Educational Practice, 3 cr. In-depth study of theory and research related to adolescent behavior and development as these affect learning and classroom behavior. Classroom observation required.
EDFN-420A Seminar in Development and Learning: Contemporary Issues in Middle Level Education, 3 cr. This course examines theory and key components involved in middle level education settings relating to historical and contemporary issues facing middle schools. In focusing on historical, organizational, and philosophical characteristics of middle schools, and how these impact middle level education as well as

educators, the course explores social and cultural issues and their impact on middle level students, and his/her school. Topics are include but not limited to an overview of challenging curriculum and instruction, empowering and equitable schools and classrooms for all middle level students and their families, and dealing with special aspects of middle school design and development.

EDFN-421 Middle School Advisory and Counseling, 3 cr. This course emphasizes the ways middle school teachers can help meet the developmental needs of early adolescents through consultation, collaboration and counseling. Content includes key elements of an effective middle school guidance program and how to implement these elements in schools; the developmental characteristics and needs of early adolescents as related to the development of school guidance, advisory, special education and regular education programs and the teacher advisor as a communicator, student advocate, supporter-confidant and home-school liaison who can assess, coordinate and refer students for various health, social and special needs services. Prereq.: graduate standing.

EDFN-441 Digital Literacy: Learning and Leadership, 3 cr. This course is intended to foster digital literacy among participants as it applies to education and leadership. Course content will emphasize contemporary issues and utilize authentic learning experiences to improve participants' digital technology knowledge and skills. Through the improvement of technology knowledge and skills, participants' leadership capacity will be developed or enhanced so that they may be able to use technology effectively as school leaders or community leaders.

EDFN-442 Media Technology for Educators, 3 cr. The media technology course will encompass all types of curricular/ learning materials in varied formats – CD-ROM, laser disc technology, telecommunications, satellite learning, and online databases. Multimedia educational software will be integrated into computer instruction in multicultural/multiethnic learning presentations. Electronic data management, classroom application, and integrated learning systems will be utilized in educational settings. Prereq.: graduate standing.

EDFN-451 Research Methods, 3 cr. The purpose of this course is to help develop knowledge, skills and dispositions related to standardized and action research methods. This course will include quantitative, qualitative and mixed methods designs, data collection, analysis and interpretation as they relate to teaching and leadership. Students will understand how assessment is used to improve learning and achievement, how professional development improves learning and how leadership enhances learning and development.

EDFN-455A Seminar I, 3 cr. This seminar provides an opportunity for students to synthesize educational, intellectual and experiential interests. Students apply relevant research to their area of inquiry and utilize this research to write a master's level research paper. This process will involve both intensive individual work and significant engagement with peers' projects creating an interdisciplinary learning community through interaction and collaboration. Students are expected to follow a prescribed procedure under the direct guidance and supervision of the instructor that will produce a research proposal

EDFN-455B Seminar II, 3 cr. This seminar provides an opportunity for students to synthesize educational, intellectual and experiential interests. Students apply relevant research to their area of inquiry and utilize this research to write a master's level research paper. This process will involve both intensive individual work and significant engagement with peers' projects creating an interdisciplinary learning community through interaction and collaboration which implements a research proposal and culminates in a completed research study. Students are expected to follow a prescribed procedure under the direct guidance and supervision of the instructor.

PROGRAMS IN INNER CITY STUDIES EDUCATION

Programs in Inner City Studies Education (ICSE) are offered at the Jacob H. Carruthers Center for Inner City Studies (CCICS), 700 East Oakwood Boulevard, 60653, in the heart of Chicago's historic Bronzeville

community. The scholar/ activist thrust is the overriding entity that drives the community and academic programming of the ICSE programs of the Carruthers Center.

The Programs in Inner City Studies Education, through the College of Education, offer the following degrees:
Bachelor of Arts in Inner City Studies Education
Master of Arts in Inner City Studies Education

In addition, the CCICS offers a Minor in Inner City Careers.

UNDERGRADUATE ICSE PROGRAMS

Major in Inner City Studies Education for the Bachelor of Arts Degree

The Inner City Studies Education undergraduate program seeks to introduce undergraduate students to the political, economic, social, and cultural forces that impact the inner city. It reflects the ongoing trends and developments that continue to be a part of the changing demographics of the inner city so that students become preliminarily equipped with understanding the complexity, diversity, and history associated with the inner city. ICSE seeks to prepare students to acquire employment in the broad fields of the social and human services; including alternative educational programs such as charter schools, contract schools, after school programs, and mentorship programs aimed at improving the condition of inner city youth.

Specific Goals of the Bachelor of Arts Degree in Inner City Studies Education

1. Examine introductory theories and methodologies of analyzing inner city communities throughout the world.
2. Examine introductory literature of the scholarship and activism associated with addressing the current trends and developments related to the multiplicity of issues and challenges in the inner city including the impact of technology and media.
3. Prepare ICSE students to demonstrate their understanding of inner city issues through written and oral communication, and web based technologies.
4. Prepare ICSE majors to pursue graduate degrees in Inner City Studies Education and other related fields.

Required Courses:

ICSE 103 Introduction to Inner City Studies	3 cr.
ICSE 201 History and Culture of Ethnic Groups in America	3 cr.
ICSE 301 Racism in Theory and Fact	3 cr.
ICSE 302 The Inner City Community	3 cr.
ICSE 303 Theory and Methodology in Ethnic Group Research	3 cr.
ICSE 304 Communication in the Inner City	3 cr.
Electives	12 cr.
	Total 30 cr.

Electives are chosen in consultation with an advisor, from among undergraduate course offerings in Inner City Studies. Inner City Studies 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 (18 cr. hrs.)

The minor in Inner City Careers has been designed to meet the needs of non-education majors as well as education majors who plan to work in inner city communities and schools. It will provide an opportunity for candidates who are committed to working within the inner city to address the issues that are relevant to understanding the community. It will afford candidates with contacts and avenues to best address the issues they may encounter. For Elementary Education majors who select this minor, there is an additional benefit. Two of the minor's core courses, ICSE 326 Language Behavior in Inner City communities (3 cr.), and ICSE 331 Literature of Ethnic Groups (3 cr.) will contribute to a state certificate endorsement in language arts at the middle school/junior high level.

Specific Goals of the Minor in Inner City Careers

- Candidates will gain knowledge of the specific cultural, political, economic, and cultural issues inherent in the inner city milieu.
- Candidates will value cultural diversity and individual differences in inner city environments.
- Candidates will communicate effectively in inner city environments.
- Candidates will be able to use professional interaction styles relevant to the inner city community.
- Candidates will engage in positive interactions with key stakeholders in community settings or educational settings.

Required Courses:

ICSE-302 The Inner City Community	3 cr.
ICSE-304 Communication in the Inner City	3 cr.
ICSE-326 Language Behavior in Inner City Communities	3 cr.
ICSE-331 Literature of Ethnic Groups	3 cr.

Electives: 6 cr. (Choose two courses)

ICSE-324 Problems in Testing Inner City Children	3 cr.
ICSE-348 Intergroup Dynamics	3 cr.
ELED-315 Teaching in the Inner City Elementary School	3 cr.
ICSE-334 Inner City Careers	3 cr.

NOTE: ICSE-305 and 329 may not be used to fulfill requirements for other major or minor programs.

GRADUATE INNER CITY STUDIES EDUCATION PROGRAM

Master of Arts in Inner City Studies Education

The Inner City Studies Education graduate program places intense emphasis on the scholar/activist tradition in preparing those who work and live in the inner city to understand and act upon the interests of residents of the inner city and to participate in the richness, specifically, of the African American communities. The graduate program places in-depth examination and analysis of the multiplicity of research issues, problems, assumptions, and questions about inner city communities from an African-centered perspective. The approach and discipline encompasses a research methodology and world view which ultimately achieves different results when applied to present day inner city populations. The aim of this research approach is to forge new understandings of human relationships in inner city communities in the Chicago metropolitan area and worldwide. The graduate program seeks to prepare students to acquire employment in administrative, executive, and teaching positions in inner city educational, human, and social service agencies.

Specific Goals of the Master of Arts Degree in Inner City Studies Education

1. Provide comprehensive in-depth examinations of the historical, political, economic, social, and cultural forces that impact the current trends and development of inner city communities worldwide.
2. Provide comprehensive examinations of the theories, concepts, and philosophies related to the European worldview.
3. Provide comprehensive examinations of the African-centered paradigm and its application for analyzing contemporary inner city communities and issues.
4. Prepare candidates to demonstrate in writing and orally an in-depth understanding of inner city issues by developing a major research project.
5. Prepare ICSE graduate students to pursue doctoral studies in related fields of the social sciences and education.

Required Courses

Core Curriculum: Required of All Students

ICSE-411 Graduate Study in the Inner City	3 cr.
ICSE-427 Seminar in the Inner City Community	3 cr.
ICSE-442 Research Methods in Inner City Studies	3 cr.
ICSE-443 Research Writing	3 cr.
ICSE-452 Field Internship	3 cr.
ICSE-453 Seminar in Field Internship	3 cr.
Approved Electives including ICSE-454 Master's Project Research	3 cr.
Other elective	12 cr.
	Total 30 cr.

Additional Offerings at CCICS

CCICS offers, at its site, courses from the College of Arts and Sciences that fulfill the General Education Program Requirements. Additionally, courses in Justice Studies and Social Work are offered.

Graduate course in School Leadership with Principal Endorsement and other graduate courses from the College of Education are also offered at CCICS on an occasional basis.

Community Affairs at CCICS

The program sponsors a variety of courses, workshops, and community activities for NEIU students and the inner city community. One program of special interest is the African and Caribbean Studies Program that provides students and the community with the opportunity to participate in study tours to Africa and the Caribbean.

COURSE OFFERINGS

ICSE-101 Development of Inner City Children, 3 cr. 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, 3 cr. 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.

ICSE-103 Introduction to Inner City Studies, 3 cr. An overview of the problems of minority groups in large urban settings. Includes the study of mental and physical health, and community services.
ICSE-104 Introduction to Ethno-Musicology, 3 cr. An introduction to the music of each Ethnic group: Spanish descent, African-American and Indian with historical analysis of each group's musical origins.
ICSE-105 Urban Art Forms, 3 cr. Survey of contemporary art forms that compares themes, types of materials, and designs with those of the past.
ICSE-106 Inner City Behavior Patterns, 3 cr. 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, 3 cr. An examination of religious, social, economic, and political aspects of ethnic groups in the United States, namely: Spanish descent, African-Americans, American Indians, etc.
ICSE-202 Colonial Systems, 3 cr. 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, 3 cr. Comparative study of various contemporary revolutionary movements including domestic revolts.
ICSE-204 Introduction to African Civilizations, 3 cr. 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, 3 cr. 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, 3 cr. 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.
ICSE-302 The Inner City Community, 3 cr. 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, 3 cr. Examination of literature and theories that relate to research of 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.
ICSE-304 Communication in the Inner City, 3 cr. 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, 3 cr. 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, 3 cr. Special problems in administering, interpreting, and constructing tests for inner city children.
ICSE-326 Language Behavior in Inner-City Communities, 3 cr. 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, 2 cr. Designed to provide orientation, overview and evaluation of practicum experience. Must be taken concurrently with ICSE-328. Prereq.: ICSE-305.
ICSE-328 Administrative Practicum, 4 cr. 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. Prereq.: ICSE-305.

ICSE-329B Constitutional Issues and Race Relations, 3 cr. This course is designed to give a brief look into one of the greatest written constitutions of any country, and its effect on inner city communities with particular emphasis on race and issues presented as a result of legal and administrative enforcement of the constitution. The course is structured in a manner to encourage reading, research, critical thinking, and analytical writing.

ICSE-329C Inner City Organization and Institution Building, 3 cr. This course is primarily a survey of the socio-political dynamics of inner city organization and institution building. An ecological framework will be utilized to guide our examination. The course will encompass three principal areas of concern: 1. an over-view of organizations and institutions within the context of social organization; 2. issues relevant to inner city organization and institution building 3. methodological tools to develop a proposal to conduct an ethnographic study of the Jacob H. Carruthers Center for Inner City Studies at Northeastern Illinois University. Moreover, current social findings concerning inner city organization and institution building will be examined.

ICSE-329D Advanced Ethnomusicology, 3 cr. This course is intended to provide students with a clear knowledge base for research in the field of ethnomusicology. The course will engage students in research approaches that have evolved to define this discipline, and to encourage new and creative approaches which will inspire investigations that will enhance and evolve the field. The focus of the course is centered in the development and coordination of field research, comparisons of music in various cultural contexts, and evaluating and incorporating data. Research incentives and initiatives will be drawn from prescribed readings, class discussions, and a model project designed by the instructor.

ICSE-329E The Oral Tradition and the Inner City Community, 3 cr. This course explores the social, political, and cultural forces that influence hip hop culture and the rap music industry. Ecological conceptual models will be used to determine if multinational media conglomerates function as one massive empire that uses some aspects of the rap music industry as cultural imperialism, or if they are simply involved with hip hop for classic capitalism purposes, or a combination of both.

ICSE-329F Contemporary Issues in the Inner City, 3 cr. This course focuses on the contemporary issues surrounding inner city communities in the United States. It specifically examines the economic, political, educational, and environmental underpinnings of such communities. Throughout this course the major issues effecting the environment of inner city communities, specifically, miseducation, and the misuse and abuse of economic and political power are discussed, debated, researched and resolved. In addition, the discussion of racism as the underlying cause of the historic and contemporary issues in the inner city is explored.

ICSE-329G Comparative Inner City Communities, 3 cr. Course examines historical and contemporary aspects of inner city life in major urban areas in the United States and abroad. It will include the study of the demographics, politics, economics, and social structure, as well as the systems and institutions which affect these inner city communities. The central focus of the course is the comparative exploration of the nature and function of the historical and contemporary role of inner city communities within major cities internationally. The course is research-oriented. Students are organized into teams to explore two major cities in each of the countries: United States, Africa, Caribbean, and Europe.

ICSE-329H Inner City Development, 3 cr. This course examines the development in inner city communities in the city of Chicago since 1970 and tracks future plans for development. Students will examine the economic, political, social and cultural development of inner city communities and how this development impacts the residents of these communities. This examination will include a thorough look at the development efforts of the city, state, and federal governments, as well as the efforts of private and non-profit agencies.

ICSE-329I History and Culture of the Caribbean, 3 cr. This course is designed to explore the history and culture of the Caribbean since the 15th century. The impact of European exploration, imperialism, colonialism, and slavery on indigenous populations and African people will be investigated. African

responses to the transatlantic slave trade system will be examined. The intent of this course is to assist students in developing knowledge, critical reading and thinking skills, and research and writing skills.
ICSE-329L African Communications, 3 cr. This course is designed to examine verbal and non-verbal communication in African and African American culture, including speaking, writing, the visual arts, song, instrumental music, dance, and film. Perspectives on linguistic and artistic expression will be explored. The role of the "Creative Word" in communication will also be considered. Approaches to building cultural knowledge, competence, and literacy will be analyzed. Lectures and discussion will inform instruction.
ICSE-329M Urban Africa, 3 cr. This course is designed to discuss and analyze urban African societies. It also focuses on the conflicts and historical developments within African Nation-States and the impact of European Colonialism on their development. Emphasis will be placed on analyzing the social, economic, political, and military relationships with state formation and their value to worldwide African community of the past and the impact on contemporary society.
ICSE-329N African Education, 3 cr. This course is designed to discuss and analyze various aspects of Traditional African Education. It also focuses on the conflicts and historical development of various ideas surrounding the question of Traditional African Education and African-Centered Education as they relate to educational, psychological, sociological, and political thoughts which impact the current African world community. The materials incorporated will reflect the cultural, anthropological, linguistic, psychological and philosophical factors impacting the historical development of African Education.
ICSE-329O West African Life, History, and Culture, 3 cr. This course will define the Eurocentric worldview vs. the African-Centered worldview. It will trace civilization back to its African origins and highlight ancient West African history, specifically that of Ghana, Mali, and Songhai. Finally, we will examine the resistance and fall of West Africa and the loss of West African intellectual property, as well as how the history of West Africa is becoming increasingly relevant to the lives of Africans throughout the Diaspora today.
ICSE-329P History of Africa, 3 cr. This course is designed to discuss and analyze various aspects of African Civilizations. It also focuses on the conflicts and historical development of various pre-colonial African kingdoms to the rise of Eurasian colonialism and the Slave Trade. Emphasis will be placed on analyzing the relationship between ancient Eurasian and African contacts in the past and the impact it has on present day dynamics and circumstances. The materials incorporated will reflect the cultural, anthropological, linguistic and psychological factors impacting the historical development and the current status of African people.
ICSE-329R Alternative Political Systems: Pan-Africanism or Marxism, 3 cr. This course is designed to provide students with the historical backgrounds of the Pan African Movement and Marxism. The course will also familiarize students with the latest trends and developments regarding the present day Pan African Movement and the continued interplay between Marxist ideology and its relationship to the newly established African Union.
ICSE-329T Black Politics in Urban America, 3 cr. Students are introduced to the history, theories, and contemporary practice of Black Politics in Urban America. Course examines historical and contemporary structure and political system of the African American Community from an interdisciplinary perspective. It examines the political and historical foundations of the African political system, its survival and adaptation to the changing American political terrain. It examines cultural and political behavior from the enslaved African regime to present Urban America by utilizing concepts of urban politics and inner city studies as the prism from which to review the passage of time and structural changes in the last three centuries.
ICSE-329U The Political History of Black Chicago, 3 cr. This course is designed to acquaint students with the history of Black Chicago's political struggle from the early beginnings of the city to the present to facilitate awareness of their political environment and how it affects their lives and the lives of inner city residents. In addition, the course is designed to assist the student in developing research and writing skills by examining the rich store of primary source material available relative to the political history of Black Chicago.

ICSE-329V Elite Theory and American Democracy, 3 cr. The purpose of this course is to examine social organization and theories of power to determine who really rules America. Moreover, we will delve into the process of how the power elite maintain and enhance their power in society. Edward Shils reminds us that society has a center. Our goal will be to examine this "center" to determine how it impinges in various ways on those who live within American society.
ICSE-329W Inner City Institutions, 3 cr. This course examines the various institutions in inner city communities and the roles they play within these communities. The course will specifically evaluate the political economy generated by these institutions which are created, funded, and operate from sources outside of the inner city community. The topic of fiscal budgeting and management of the city government and how it relates to inner city institutions, as well as the institutional generation and allocation of funds will be examined to analyze how the funding process facilitates structural advantages and/or disadvantages in the inner city community.
ICSE-331 Literature of Ethnic Groups, 3 cr. Approach to the study of ethnic cultures through literature written by and about those groups; study of literary works concerned with African descendants, 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, 1 cr. 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, 2 cr. 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. Prereq.: admission to College of Education with a major in inner city studies.
ICSE-334 Inner City Careers, 3 cr. 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. Prereq.: admission to College of Education with a major in inner city studies.
ICSE-348 Intergroup Dynamics, 3 cr. 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, 3 cr. An introduction to graduate study of the conflict of cultures in the United States, especially between the dominant culture and African-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. Prereq.: graduate standing.
ICSE-412 Behavior Patterns in the Inner City, 3 cr. The study of inner city behavior patterns which result in agency intervention. Prereq.: graduate standing.
ICSE-413 The Idioms of African Communities, 3 cr. The oral communication characteristics and language patterns peculiar to African-Americans in urban areas. Prereq.: graduate standing.
ICSE-414 History and Culture of Southern White Migrants, 3 cr. 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. Prereq.: graduate standing.
ICSE-415 History and Culture of Spanish Speaking Americans: Mexican, Puerto Rican, and Cuban, 3 cr. 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.: graduate standing.

ICSE-416 History and Culture of African-Americans, 3 cr. Study of African derivation and the culture of American slavery; urban and rural existence; development of the emergent African-American middle-class. Prereq.: graduate standing.

ICSE-417 History and Culture of American Indians, 3 cr. 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. Prereq.: graduate standing.

ICSE-425A Comparative Religions & Philosophical Systems, 3 cr. This course is designed to discuss and analyze the nature of the conflict between the growth of early African Christianity and its rival in Europe. It will examine the various African and European thinkers whose discourses were instrumental in the earliest development of Christian philosophy, dogma and praxis. It will also explore the various ecumenical councils that were convened to discuss philosophical issues impacting the current worldview in Western theology. In addition the course will assess the content and context of the notion of "heresy" as a tool in Western theological and intellectual warfare against early African thought. Prereq.: Graduate standing and ICSE-411.

ICSE-425B African Civilization, 3 cr. This course is designed to discuss and analyze various aspects of African Civilizations. It reviews the conflicts and historical development of various pre-colonial African kingdoms to the rise of Eurasian colonialism and the Slave Trade. Emphasis will be placed on analyzing the relationships and values of the world African community of the past and the impact it had on circumstances today. Prereq.: Graduate standing and ICSE-411.

ICSE-425C The African World View, 3 cr. This course is designed to discuss and analyze aspects of the African World View. It also focuses on the conflicts and historical developments of various ideas surrounding the question of African Centeredness and Pan-Africanism as it relates to educational, psychological, sociological, and political thoughts which impact the African world community. Prereq.: Graduate standing and ICSE-411.

ICSE-425E African and Caribbean Traditions and Religion, 3 cr. This course is a comparative analysis of the traditions and religious practices of Africans and Africans in the Caribbean. It is designed to assist graduate students in developing knowledge, skills, techniques, writing, and research skills. This course will explore the variety of religious institutions on the African continent and in the African Diaspora. Prereq.: Graduate standing and ICSE-411.

ICSE-425F The African American Church as a Political Instrument, 3 cr. This course is designed to discuss and analyze various aspects of the African American church and its impact as a political instrument within the worldwide Black community. This course examines the indigenous spiritual experiences of African people in Africa, their impact on the growth and development of Christianity, Islam and Judaism in Africa, the Caribbean and Central, South, and North America. It will demonstrate that each development was a response to the conditions in which Africans found themselves in the Diaspora as well as means of liberation, theologically, psychologically, socially, politically, and economically. Prereq.: ICSE-411.

ICSE-426 History and Philosophy of Black Education, 3 cr. 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. Prereq.: graduate standing, ICSE-411, ICSE-427 and ICSE-442.

ICSE-427A The African American Community, 3 cr. This course is designed to create an understanding of the origin, travail, and future of the African American Community. It traces the historical foundations of African American life and culture through time from the slave regime to contemporary times by utilizing

the concepts of family and community as the prism from which to review the passage of time and the structural changes over the past 500 years. Prereq.: ICSE-411.

ICSE-427E The Multi-Ethnic Society, 3 cr. This course is designed to create a participatory learning community to explore the historical development, the structure, and the function of ethnic groups in the Global Community. It will explore the origin of major ethnic groups, the African ethos, cultural development in the major ethnic regions, and the impact these developments have had on the world as a whole. Prereq.: Students must complete ICSE 411 & 442.

ICSE-428 The Urban World, 3 cr. This course is an examination of the urban communities in which peoples of African descent reside, the evolving urban patterns, and the changing nature of urban life in these areas of the world. It looks at the realities of "slum" existence, factors behind the creation of slums, the policies that govern urban communities, and the limitations of these policies in many developing countries. Many major cities were founded on "squatter-style" neighborhoods. We further explore the growing challenges and issues presented by these urban areas in an increasingly globalized world. Further we will conduct comparative analyses of some of these communities. Prereq.: Students must complete ICSE 411 & 442.

ICSE-431 Seminar in Inner City School Problems, 3 cr. 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.

ICSE-432 Curriculum Development in the Inner City, 3 cr. A consideration of the life 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. Prereq.: graduate standing and ICSE-411.

ICSE-441 Cultures of the Inner City, 3 cr. Intensive comparative analysis of the way of life of America's urban poor and their relationship to the larger society. Prereq.: graduate standing and ICSE-411.

ICSE-442 Research Methods in Inner City Studies, 3 cr. 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 apply the findings to classroom instruction. Prereq.: graduate standing.

ICSE-443 Research Writing, 3 cr. Advanced instruction in writing reports, proposals, papers, and thesis. Consideration of form and style. Methods of writing critiques of research studies. Prereq.: graduate standing, ICSE-411 and ICSE-442.

ICSE-444 Methods of Teaching in the Inner City, 3 cr. 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. Prereq.: graduate standing.

ICSE-445 Independent Study in Inner City Studies, 3 cr. Intensive study of topics related to student's program. Prereq.: graduate standing.

ICSE-451 Research and Thesis, 3 cr. Supervision and advisement in evolving thesis problems and in writing the thesis. Prereq.: master's degree candidacy in inner city studies.

ICSE-452 Field Internship, 3 cr. 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, 3 cr. 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, 3 cr. Supervision and advisement in evolving a research project and in writing research results.

PROGRAMS IN 6-12/K-12 EDUCATION

Policy On Transfer Of Professional Education Courses Into Teacher Licensure Programs
Students who are admitted to an undergraduate program in secondary education or to the TCP Program (licensure only) will be credited with a maximum of 9 credit hours of professional education coursework provided that:

1. The specific transfer coursework is deemed to be equivalent in scope and credit hours to the required coursework in the respective NEIU secondary education program as stated in the current NEIU Catalog.
2. The specific transfer coursework has been completed within five years of the time of acceptance into the undergraduate NEIU College of Education or TLP Program. (ex. If a student is admitted in 2014, no coursework prior to 2009 can be accepted.)
3. The specific transfer coursework was credited with a "B" grade or better.

Policy on "Field Experience Only" Requests
All students who seek to enroll in clinical experiences or student teaching in any approved secondary education program are required to be admitted to an undergraduate program, a second B.A. program, the Teacher Licensure Program (TLP) or MAT program. No student with a "student-at-large" status will be admitted to clinical or student teaching experience.

No student will be permitted to take clinical experience/ student teaching at NEIU unless they have gone through one of our programs.

Focus Program
In accordance with the Illinois State Board of Education and the Illinois Administrative Code Section 25, Northeastern Illinois University offers a Focus Program for teachers who hold current licensure.

The Focus Program allows licensed teachers to obtain additional subsequent endorsements in the area of Secondary English, History, Biology, or Math.

Candidates who complete a full or focused subsequent endorsement program will be recommended for the endorsement by entitlement. For further information, please contact Dr. Anastasia Brelias at 773-442-4556.

Undergraduate and TLP Programs in 6-12/K12
The professional education sequences through completion of entitlement in one of the following 6-12 or K-12 licensure programs:

6-12 Secondary:
BIOLOGY
ENGLISH
HEALTH
HISTORY

MATHEMATICS

K-12:
ART
FRENCH
MUSIC
PHYSICAL EDUCATION
SPANISH

Please note that the 6-12 or K-12 Education Sequence alone does not constitute a major at Northeastern. Students seeking 6-12 or K-12 teacher licensure or endorsement declare a major in an academic subject area. The 6-12/K-12 education program qualifies as "an area of study in addition to the major" and fulfills graduation requirements.

Each licensure or endorsement program involves three types of requirements: (a) requirements for an academic major; (b) specific general education requirements; and (c) professional secondary or K-12 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/ethnic, linguistic, 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 Professional Educator License endorsed for specific areas at grades 6-12 or K-12 must fulfill all requirements for their academic major. For specific information about major requirements, please refer to the catalog entry for the content area.

To be licensed 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 and/or additional required courses are specified below for each academic major.

Pre-majors
Student may register for EDFN-305, EDFN-306 and LTCY-301, although it is strongly recommended that the latter be taken concurrently with SCED-301 or SCED-311. Pre-majors waiting to begin Level I should complete coursework needed to satisfy NEIU general education requirements to register for coursework within their major area of concentration. See COE section for requirements to declare major and admission to COE.

Art
The Major in Art for the Bachelor of Arts Degree meets the requirements for K-12 teacher licensure. To fulfill requirements for licensure, students must select the emphasis in Studio Art. Art majors take SCED-311 instead of SCED-301.

Biology

The Major in Biology for the Bachelor of Science Degree meets the requirements for 6-12 teacher licensure with the following stipulations. Students seeking licensure 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 licensure 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 (Secondary Education) for the Bachelor of Arts Degree meets the requirements for 6-12 teacher licensure.

History
The Major in History for the Bachelor of Arts Degree meets the requirements for 6-12 teacher licensure with the following stipulations. Students seeking licensure to teach United States History in secondary schools are required to complete 8 semester hours in United States History. Students seeking Secondary Education-History licensure must take three semester hours in Economics as part of their College of Education General Education course work.

Mathematics
The Major in Mathematics for the Bachelor of Arts Degree meets the requirements for secondary teacher licensure.

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 K-12 teacher licensure. See Music Department, College of Arts and Sciences. Music majors take SCED-311 instead of SCED-301.

Physical Education and Health
Students seeking licensure to teach Physical Education should refer to the Department of Health, Physical Education, Recreation and Athletics section of this catalog.

Spanish and/or French
The Major in Spanish or the Major in French for the Bachelor of Arts Degree meets the requirements for K-12 teacher licensure. Spanish and French majors take SCED-311 instead of SCED-301.

ADMISSION AND RETENTION REQUIREMENTS
Consult with advisor for Program Requirements
Level I
Requirements for enrollment in SCED-301 Methods of Teaching on the Secondary Level (6-12) or SCED-311 School Curriculum (K-12):

- Completed admission to the College of Education (including passing score on the Illinois Licensure Testing System's Test of Academic Proficiency)
- Completion of EDFN-305 and 306 with a 'C' or better
- Completion of a minimum 21 semester credit hours in major
- Declaration of Academic Major and secondary education major/area
- Overall grade point of 2.75 or better.

Level II
Requirements for admission to SCED-303 and 304 (or MUS-393L):

- Concurrent registration in EDFN-307 if not taken in Level I
- Completion of or registration in LTCY-301
- Cumulative grade point average of 2.75 or better
- Completion of SCED-301 or SCED-311 with a 'C' or better*
- Completion of required number of semester hours in major (varies with major). No more than 9 semester credit hours remaining in the major
- Completion of all application requirements for clinical and student teaching experiences, as specified by the Clinical Experiences and Student Teaching (CEST) Office

Level III
Requirements for admission into SCED-305 Student Teaching:

- Cumulative grade point average of 2.75 or better
- Overall grade point of 2.75 or better in professional education sequence courses
- Completion of required number of credit hours in major (varies with major). No more than six semester hours remaining in the major
- Completion of all application requirements as specified by the CEST Office
- Completion of EDFN-307 with a 'C' or better
- Completion of SCED-303 (Methods) (with a 'B' or better), and 304 (Clinical) with a 'B' or better or MUS393L (Clinical: Music)
- Passing score on the appropriate ILTS Content Area Test

Level IV
Required for Program Completion and State Entitlement:

- Completion of a minimum of 120 semester credit hours
- Completion of required courses for state licensure
- Completion of NEIU General Education Requirements
- Completion of academic major with no grades less than 'C'
- Completion of all requirements in level I-III
- Completion of SCED-305 Student Teaching with a 'B' or better
- In Fall 2015, candidate must also pass the Teacher Performance Assessment (edTPA) for program completion.
- Passing score on ILTS Assessment of Professional Teaching Test required for entitlement.
- Overall grade point of 2.75 or better.

Additional Requirements for Licensure
In addition to the successful completion of the Academic major, students must complete the general education requirements for the College of Education. Transfer students and second B.A. candidates should consult their advisors concerning general education requirements.

Requirements which are a part of Northeastern's 39-hour general education program and are on the Limited List:

Fine Arts & Humanities	15 cr.
English	3 cr.
To be selected	12 cr.
Behavioral and Social Science	12 cr.

HIST-214 United States History 1607-1877 or	
HIST-215 United States History 1877-present	3 cr.
PSCI-216 American National Government	3 cr.
Non-Western or Third-World Cultures course	
HIST-107 or 111C or 111D or 111F or	
ANTH-212	3 cr.
Elective	3 cr.
Biological & Physical Sciences	12 cr.

Coursework must include Biological & Physical Science (include one lab course)

Total 39 cr.

General Education Requirements which are not on the Limited List:

1. Written communication 6 cr.
   (English 101 and 102) - (must receive a grade of "C" or higher)
2. Oral communication 3 cr.
   (CMTC 101 or 202) - (must receive a grade of "C" or higher)
3. Mathematics 3 cr.
   (Must receive a grade of "C" or higher)
4. HLED 107 or approved Physical Education Activity Course 2 cr.

Professional Education Requirements

NEIU's Secondary 6-12/K-12 Program requires all students enrolled in teacher licensure programs to complete 100 hours of clinical experience in a recognized secondary school prior to student teaching. The professional education requirements are as follows:

EDFN-305 Philosophical and Historical Foundations of Public Education	3 cr.
EDFN-306 Education and Individual Differences	3 cr.
This course includes ten clock hours of observation and ten clock hours of service experience in an appropriate setting.	
EDFN-307 Psychology of Instruction and Learning.	3 cr.
This course includes ten clock hours of observation and ten clock hours of service experience in an appropriate setting.	
LTCY-301 Teaching Reading in Junior and Senior High School	3 cr.
SCED-301 Methods of Teaching on the Secondary Level (6-12) or	
SCED-311 School Curriculum (k-12)	3 cr.
*SCED-303 Methods of Teaching in the Secondary School	3 cr.
This course must be taken concurrently with SCED-304.	
*SCED-304 Clinical Experiences in the Secondary School	1 cr.
This course requires 100 clock hours of clinical experience with a cooperating teacher in the appropriate subject at a local secondary school. It must be taken concurrently with SCED 303. (See Clinical Experiences and Student Teaching section for application procedures)	
SCED-305 Secondary Student Teaching and Seminar	9 cr.
This course requires full-time experience with a cooperating teacher in the appropriate subject at a local secondary school. (See Clinical Experiences and Student Teaching section for application procedures)	

Total 28 cr.

*Music majors must complete 4 credit hours of SCED-303. (SCED-303I and SCED-303V)
NOTE: No professional education course may be taken more than twice to achieve an acceptable grade. All students must consult with both the Academic Major advisor and the Secondary Education Major advisor while progressing through the professional sequence coursework, in pursuit of teacher licensure.

GRADUATE PROGRAMS IN SECONDARY ENGLISH/LANGUAGE ARTS (MAT)

Master of Arts in Teaching: Language Arts
The Master of Arts in Teaching: Language Arts Program has been designed for returning students who wish to obtain initial teacher licensure at the secondary level along with a master's degree in the area of English/Language Arts instruction. This program has three components of coursework:

- Professional Core in the areas of multicultural education, media technology, literacy theory/pedagogy, general curriculum development, and research18 credit hours
- Concentration in Language Arts with courses in curriculum and instruction, reading adolescent literature linguistics, TESL, English and/or speech- 18 credit hours,
- Licensure coursework composed of additional pedagogical study and field experiences (including 100 hours of clinical experiences and student teaching internship) 9 credit hours.

Admission Requirements:

- An undergraduate or graduate degree in English, with a minimum of 32 credit hours in English (composition or literature), Speech-Drama, and/or Linguistics, from an accredited university or college.
- A minimum undergraduate GPA of 2.75 (4.0 scale)
- Six (6) credit hours in the history/ philosophy of education (EDFN-405: Development of Educational Thought, or the equivalent) and educational psychology (learning and development: EDFN-406: Human Development and Learning, or the equivalent).
- Passing score on the Illinois State Board of Education Illinois Licensure Testing System's Test of Academic Proficiency (TAP)

State teacher examinations:
M.A.T. students are required to pass State of Illinois Test of Academic Skills, Subject Matter Knowledge, and the Assessment of Proficiency Professional Teaching tests. Study guides and applications are available at http://www.il.nesinc.com.

Middle School Endorsement is integrated into the required coursework of the secondary sequence.

Students who complete the MAT Program will receive Middle School Endorsement. Beginning Fall 2015, candidate must also pass the Teacher Performance Assessment (edTPA) for program completion.

Criminal Background Check
Beginning Spring 2004, students will be required to complete a criminal background check prior to school placement for clinicals and student teaching. More information can be obtained from the CEST Office.

Requirements for the degree:
Program students must see their advisor to obtain a copy of the course sequence and the program retention criteria. All graduate credits will be at the 400 level, except for a limited number of 300 level courses specifically approved for graduate degree credits in a given Master's degree program.

Departments may permit students to apply up to three of these 300 level courses, to a maximum of ten credit hours, to fulfill program requirements. This policy applies to all students entering graduate degree programs beginning with Fall 1997. Consult with your program advisor or the College of Graduate Studies and Research for details.

Secondary Sequence: 45 credit hours

1. **Professional Core 18 cr.**
   - EDFN-416 Cultural Pluralism and the Schools — 3 cr.
   - SCED-401L New Directions in the Teaching of English in the Junior-Senior High School with Clinical Experience (Apply to CEST Office, LWH-4023 12 months in advance) — 3 cr
   - ELED-430Trends and Issues in Assessment — 3 cr.
   - INMD-410Media Technology for Educators — 3 cr.
   - LTCY-502 Literacy Instruction in Content Areas in Middle and High Schools — 3 cr.
   - SCED-421LResearch in the Teaching of Language Arts — 3 cr.
   - SCED-407A Teaching Multicultural Young Adult Literature in Middle and Secondary Schools, with Clinical Experience (Apply to CEST Office, LWH 4023, 12 months in advance) — 3 cr.
   - LTCY-506 — 3 cr.
   - LING-401 Fundamentals of Modern Linguistics or TESL-402 Principles of Linguistics for Teachers — 3 cr.
   - Electives selected from areas of English Literature, Composition, Creative Writing, Linguistics, TESL, or Speech — 9 cr.
   - See your program advisor for recommended courses
2. **Certification Component 9 cr.**
   - SPED-404 Survey of the Field of Special Education — 3 cr.
   - SCED-429 Internship in Secondary Education (Apply to LWH 4023 one year in advance) — 6 cr.
3. **Oral Examination**
   - A final oral exam scheduled in the final term of completion of all coursework.

M.S. in Instruction: Language Arts

The M.S. in Instruction: Language Arts Program is designed to offer professional development to classroom teachers who are interested in updating and refining their teaching competencies in the areas of Language Arts and English instruction at the secondary level. Graduates of this program will have updated and advanced knowledge of the theoretical foundations of literacy and language acquisition, principles of curriculum planning and development, and language arts research, as well as instructional strategies for enhancing young people's acquisition of reading, writing, listening, and speaking competencies in culturally diverse classrooms. Throughout the program there is an emphasis on enhancing teachers' leadership skills in developing and implementing language arts and English curricula.

Within this program, students complete coursework in two areas:

- a professional core composed of coursework in literacy foundations (theory and pedagogy), curriculum development, cultural diversity, assessment, media technology, and research-18 cr. hrs.
- a concentration in language arts with interdisciplinary coursework in education, reading, English, linguistics, and/or speech - 18 cr. hrs.

Admission Requirements

- A minimum undergraduate GPA of 2.75 (4.0 scale)
- A current, valid, state teaching certificate
- Eighteen (18) credit hours undergraduate coursework in English literature/composition, linguistics, TESL, and/or speech
- Fifteen (15) credit hours of undergraduate coursework in education with one, 3 credit hour course in the methods of teaching reading or English
- Completed application with two letters of recommendation and official transcripts

Requirements for the degree
Course Sequence: 36 credit hours

1. **Professional Core 18 cr.**
   EDFN-416 Cultural Pluralism and the Schools 3 cr.
   SCED-401E New Directions in the Teaching of English at the Junior-Senior High School without Clinical Experience 3 cr.
   ELED-430 Trends and Issues in Assessment 3 cr.
   INMD-410 Media Technology for Educators 3 cr.
   LTCY-502 Literacy Instruction in Content Areas in Middle and High Schools 3 cr.
   SCED-421L Research in the Teaching of Language Arts 3 cr.
2. **Language Arts Concentration 18 cr.**
   SCED-407B Teaching Multicultural Literature In Middle And Secondary Schools Without Clinical Experience3 3 cr.
   LTCY-506 Writing Instruction As Related To Reading In Middle & High Schools 3 cr.
   LING-401 Fundamentals of Modern Linguistics 3 cr.
   or
   TESL-402 Principles of Linguistics for Teachers 3 cr.
   Electives selected from areas of English Literature, Creative Writing, Composition, TESL, Linguistics or Speech 9 cr.
   See your advisor for recommended courses.
3. **Oral Examination**
   A final oral exam is scheduled in the final term of completion of all coursework.
4. **Two research papers**
   One is required in SCED 421L.

Note: For descriptions of the coursework and prerequisites, please see pertinent sections of this catalog.

COURSE OFFERINGS

SCED-301 Methods of Teaching on the Secondary Level, 3 cr. 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. Prereq.: EDFN-305, EDFN-306, ENGL-101 and Admission into the College of Education.

SCED-303A Contemporary Art Education in the Secondary School, 3 cr. 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. Offered in Fall only. Prereq.: 45 hours in art. Concurrent course: SCED-304A.

SCED-303E Methods of Teaching English in the Secondary School, 3 cr. Introduction to 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 SCED-304E. Prereq.: SCED-301 and 42 hours in the academic major. Concurrent course: SCED-304E.

SCED-303F Teaching Modern Foreign Languages in the Secondary School, 3 cr. 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. Prereq.: 24 hours in academic major and consent of instructor, Concurrent course: SCED-304F.

SCED-303H Methods of Teaching History in the Secondary School, 3 cr. 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. Prereq.: SCED-301 and 27 hours in academic major. Concurrent course: SCED-304H.

SCED-303I Methods and Techniques of Teaching Music in the Secondary Schools: Instrumental, 2 cr. 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. Prereq.: ELED-311 and consent of advisor, Concurrent course.: MUS 393L.

SCED-303M Methods of Teaching Mathematics in the Secondary School, 3 cr. 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 SCED-304M. Prereq.: SCED-301 and 33 hours in mathematics, concurrent course SCED-304M.

SCED-303R Materials and Methods for Teaching High School Science, 3 cr. 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. Prereq.: one term of chemistry, one of physics, one of biology, and SCED-301. Concurrent course: SCED-304B.

SCED-303V Methods and Techniques of Teaching Music in the Secondary Schools: Vocal, 2 cr. 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. Prereq.: ELED-311 and consent of advisor, Concurrent course.: MUS 393L.

SCED-304A Clinical Experiences in the Secondary School: Art, 1 cr. 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. Concurrent course: SCED-303A.

SCED-304B Clinical Experiences in the Secondary School: Biology, 1 cr. 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. Concurrent course: SCED-303R.

SCED-304E Clinical Experiences in the Secondary School: English, 1 cr. 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. Concurrent course: SCED-303E.

SCED-304H Clinical Experiences in the Secondary School: History, 1 cr. 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. Concurrent course: SCED 303H.

SCED-304J Foreign Language Clinical Experiences in the Secondary School, 3 cr. 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. Prior to taking clinical experience (SCED 304J), students must score an "Advanced Low" or higher rating on the Oral Proficiency Interview (OPI).

SCED-304M Clinical Experiences in the Secondary School: Mathematics, 1 cr. 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. Concurrent course: SCED 303M.

SCED-305A Secondary Student Teaching and Seminar in Art, 9 cr. 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. Prereq.: SCED-301, SCED-303A, SCED-304A, and approval of art department. Passing score on ILTS Content Area Examination.

SCED-305B Secondary Student Teaching and Seminar in Biology, 9 cr. 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. Prereq.: SCED-301, SCED-303R, and SCED-304B. Passing score on ILTS Content Area Examination.

SCED-305E Secondary Student Teaching and Seminar in English, 9 cr. 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. Prereq.: SCED-303E, SCED-304E and 45 hours in academic major. Passing score on ILTS Content Area Examination.

SCED 305F Student Teaching and Seminar in French, 9 cr. Sixteen weeks of full-day student teaching providing practical teaching and experience in secondary school foreign language. Supervised by secondary school personnel and a university supervisor, who conducts a weekly seminar associated with student teaching. Requires experience with a broad range of students, including exceptional students. Prereq.: SCED-301, SCED-303F, WLC-300, approval of department and/or second level proficiency test. Passing score on the ILTS Content Area Examination.

SCED-305H Secondary Student Teaching and Seminar in History, 9 cr. 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. Prereq.: 30 hours in academic major, SCED-303H, and SCED-304H. Passing score on ILTS Content Area Examination.

SCED-305J Secondary Student Teaching and Seminar in Spanish, 9 cr. 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. Prereq.: SCED-311, WLC-300, SCED-303F and approval of department and/or second level proficiency test. Passing score on ILTS Content Area Examination.

SCED-305K Secondary Student Teaching and Seminar – Health Education, 9 cr. (See Department of Health, Physical Education, Recreation, and Athletics for description.)

SCED-305M Secondary Student Teaching and Seminar in Mathematics, 9 cr. 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. Prereq.: SCED-301, SCED-303M, SCED-304M, and 36 hours in mathematics. Passing score on ILTS Content Area Examination.

SCED-305N K-12 Student Teaching and Seminar in Music, 9 cr. Sixteen weeks of full-day student teaching providing practical teaching experience in K-12 school music. Supervised by K-12 school personnel and a university supervisor, who conducts a weekly seminar associated with student teaching. Requires experience with a broad range of students, including exceptional students. Prereq.: ELED-311, SCED-303I, SCED-303V, MUS-393L, and department approval. Passing score on ILTS Content Area Examination.

SCED-305P Secondary Student Teaching and Seminar in Physical Education, 9 cr. (See Department of Health, Physical Education, Recreation, and Athletics for description.)

SCED-311School Curriculum, 3cr. Selection, organization and use of materials and methods based on theory and practice for early childhood, elementary and secondary levels of instruction and learning are studied. Discussion of the unit, the lesson plan, classroom management, higher order thinking techniques, decision-making process and elements of effective teaching. Emphasis on planning and methodology for integration of multicultural curriculum and mainstreamed exceptional program needs. This course only applicable to k-12 certification.

SCED-315 Teaching Writing in Junior and Senior High School, 3 cr. This course covers the teaching of writing in the middle and upper grades. Mini-lesson design and placement, methods and strategies for teaching sentence completeness, sentence structure, and punctuation and capitalization are covered. In addition, students will learn methodology that will be useful and effective with writing genres (e.g. expository, descriptive), and the research paper. The assessment of writing (e.g. rubrics, conferencing, portfolios) approaches for language-and-dialect different learners, and uses of technology in writing instruction. Finally, program issues are approached: the development of writer's workshop, and writing across the curriculum. Offered Fall semester only.

SCED-401E New Directions in Teaching English in Middle and Secondary Schools without Clinical Experience, 3 cr. Designed for the in-service teacher of middle-secondary school English; study and discussion of new perspectives for the school English program growing out of the reform efforts of the past decades. Offered Spring semester only. Prereq.: graduate standing, teaching certificate, or teachers with degrees who have at least one year of teaching experience.

SCED-401H New Directions in Teaching History in the Junior and Senior High School, 3 cr. 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 to the teaching of secondary history, the course content will also correspondingly change. Prereq.: graduate standing, teaching certificate, or teachers with degrees who have at least one year of teaching experience.

SCED-401L New Directions in Teaching English in Middle and Secondary Schools with Clinical Experience, 3 cr. This course is designed for pre-service teachers of middle school/ secondary English-Language Arts. Study and discussion will focus on an exploration of recent trends and innovations in teaching the composition process and its relationship to reading, thinking, speaking, and listening. Participants will review and critique recent research and curricula. Students will complete a minimum of 50 clock hours of field experience in a middle school-secondary school setting. Emphasis of the clinical experience will be on assuming a range of classroom responsibilities. Offered Spring semester only. Prereq.: Acceptance in the

M.A.T.: Language Arts program. EDFN- 416, EDFN- 405, EDFN -406 or equivalent. Apply to CEST Office for placement at least 12 months in advance.

SCED-401M New Directions in Teaching Mathematics in the Junior and Senior High School, 3 cr. 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 participants' particular school and classrooms 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.

SCED-407A Teaching Multicultural Young Adult Literature in the Secondary School With Clinical Experience, 3 cr. This course for pre-service secondary English teachers will emphasize curricular design and instructional techniques for selecting and using multicultural young adult (YA) literature in a well-rounded English Language Arts curriculum. Students will read and analyze a wide range of award-winning multicultural YA fiction, non- fiction, and poetry and will develop curriculum for middle and high school students, using YA and canonical multicultural literature. Students will also complete a concurrent, supervised clinical experience of at least 50 clock hours in a secondary English classroom. Full admission into the MAT: Language Arts--Secondary Program. Apply to CEST Office for placement at least one year in advance.

SCED-407B Teaching Multicultural Literature in Middle & Secondary Schools Without Clinical Experience, 3 cr. Designed for middle school and secondary 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. Offered Fall semester only. Prereq.: graduate standing and a teaching certificate, or teachers with degrees who have at least one year of teaching experience.

SCED-408 The Nature of Mathematical Abilities in School Children, 3 cr. 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. Prereq.: graduate standing and teacher certification or consent of instructor.

SCED-409 Teaching Mathematical Problem Solving in the Secondary Schools, 3 cr. 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. Prereq.: admission to master of science program in mathematics, secondary education, or a teaching certificate in mathematics.

SCED-410 Computers in the Teaching of Secondary School Mathematics, 3 cr. 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. Prereq.: graduate standing; a course in BASIC programming or consent of instructor.

SCED-421L Research in Classroom Teaching of Language Arts, 3 cr. 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. Offered Summer semester only. Prereq.: SCED MAT/ MSI acceptance or permission of program.

SCED-421M Research in Classroom Teaching of Mathematics, 3 cr. 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. Prereq.: Graduate standing.
SCED-429 Internship in Secondary Education, 6 cr. Internship will provide practical field experience under joint supervision of University and public school personnel. Students will refine and extend their theoretical understanding by applying it to instructional settings. Principles, attitudes, and techniques related to successful teaching careers will be explored. This course is the culminating experience for graduate students within the secondary education MAT sequence. Prereq.: Completion of all professional sequence coursework; apply to the Clinical Experiences and Student Teaching Office at least one year in advance. Passing score on ILTS Content Area Examination.

EDUCATIONAL LEADERSHIP AND DEVELOPMENT

Howard J. Bultinck, Ph.D., Associate Professor, Chair
Lynn Bush, Ph.D., Professor
Gabriel Cortez, Ph.D., Assistant Professor
Ana Gil Garcia, Ph.D., Professor
Terry Stirling, Ph.D., Professor
Daniela Truty, Ed.D., Associate Professor
Sandra L. Williams, Ph.D., Assistant Professor

The Department of Educational Leadership and Development offers:

1. Master of Arts degree in Educational Leadership
2. Bachelor and Master of Arts degree in Human Resource Development
3. Undergraduate minor in Human Resource Development

Programs in Human Resource Development are offered at the NEIU Campus. A major and minor are also offered at the University Center in Lake County. Courses/Programs in Educational Administration are offered at the NEIU Campus, at Northeastern's El Centro location (3390 N Avondale, Chicago, Illinois 60618), the University Center in Lake County, and the Center for Inner City Studies.

GRADUATE PROGRAM

Master of Arts in Educational Leadership

Northeastern Illinois University offers the Master of Arts in Educational Leadership degree. Students may select one of two concentrations: 1) School Leadership (PreK-12); 2) Higher Education Leadership. Program objectives for the concentrations have been designed to develop exemplary administrative leaders and to foster their continuing growth and effectiveness. Specifically, students in the School Leadership (PreK-12) concentration develop competencies related to effective leadership, educational management practices, and staff development at the school level. This concentration leads to The State of Illinois Principal Endorsement.

The Higher Education Leadership concentration provides knowledge and skills related to the history and development of colleges, universities, and 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. Students in this concentration have the option of completing a thesis. Courses are taught in the evenings and Saturdays at the main campus, at El Centro, at Carruthers Center, at Lake County, and at a variety of locations in the Chicago metropolitan area through Distance Education and web-enhanced courses.

Requirements for Admission to the Program:
For students admitted to Master's Programs for the Fall 1997 semester and thereafter, all graduate credits must be at the 400 level. Consult with your program advisor or the Graduate College for details.

In addition to the requirements of the Graduate College for admission, students who wish to enroll in the Master's Degree Program in Educational Leadership must meet the following eligibility requirements:

Admission Process
Candidates desiring admission to the Master's Degree in Educational Leadership (PK-12 concentration) begin by completing an application for and obtaining Northeastern Illinois University's Student at Large (SAL) designated status. This status allows students to enroll in up to three courses without full admission to the Graduate School. Students admitted as a SAL then use the program's first introductory course, LEAD 424 (Introduction to the Evaluation of Certified & Support Staff), to complete the Graduate Program application for admission* as the class professor provides time to assist students.

Admission Requirements
- In-person interview.
- A Bachelor's Degree from an accredited college or university.
- Minimum 2.75 G.P.A. (on a 4.0 scale) from most recent degree.
- Valid and current Illinois professional educator license endorsed for teaching.
- Completion of two years of PK-12 full-time teaching on a teaching license.
- Passage of the ILTS test of academic proficiency or ACT plus writing or SAT. See ISBE policy regarding using these Test at ISBE.NET.
- Two letters of recommendation (completed by supervisors).
- Two NEIU Disposition Assessments (completed by supervisors).
- Successful completion of a written exam provided by the department.
- Completion of a successful teaching portfolio

*Application completed during LEAD 424

Program Requirements:
1. Selection of a concentration in School Leadership (PreK-12) or Higher Education Leadership.
2. Completion of 36 credit hours according to prescribed sequences.
3. Successful completion of two Departmental Comprehensive Examinations

Required Courses:
School Leadership (PreK-12) Concentration (36 cr. hrs.)

SEQUENCE I
Courses may be taken in any order but LEAD 424 should be the first course taken as a Student-At-Large. During this course, time is allotted to work on the formal Graduate Program application process. It is recommended to take LEAD 421 the same semester.

LEAD 424: Introduction to Evaluation of Certified and Support Staff
LEAD 421: Educational Leadership and Organizational Analysis
LEAD 429: Research Design and Analysis of Educational Data
LEAD 436: Human Resources Administration in Education

Successfully complete Part I of the Comprehensive Examination.
Note: Upon successful completion of Sequence I and admittance to the program, Part I of the Comprehensive Examination must be taken.

SEQUENCE II Courses may be taken in any order.

LEAD 401: Instructional Leadership
LEAD 422: The Principalship
LEAD 431: School and Community Relations
LEAD 432: School Finance and Budgeting
LEAD 433: School Law and Ethics
LEAD 434/435/437: Internship (three course sequence)

The capstone experience in the Educational Leadership program is the three-course internship sequence. Students must plan their internship experience to provide for three consecutive internship classes. Illinois law requires successful passage of the principal exam before beginning the internship.

Successfully complete Part II of the Comprehensive Examination.
Additional Program Information
Note: An application is required for the Comprehensive Examination. Contact the Coordinator of Student Services at (773) 442-5528 for more detailed information.

Higher Education Leadership Concentration (36 cr. hrs.)
The Higher Education Leadership Program is a cohort program that admits candidates every two years. Please see the department chair for information.

Sequence I

LEAD-413 Human Relations and Leadership	3 cr.
LEAD-421 Foundations of Educational Leadership and Organization Studies	3 cr.
LEAD-429 Research in Educational Leadership	3 cr.
COUN-468H Student Personnel Work in Higher Education	3 cr.
LEAD-491 Foundations of Higher Education	3 cr.
Elective	3 cr.

Sequence II

LEAD-492 Resources, Institutional Planning, and Finance in Higher Education	3 cr.
LEAD-493 The Law in Higher Education	3 cr.
LEAD-495 Practicum in Higher Education	3 cr.
Three Electives	9 cr.

OR

LEAD-430 Thesis Seminar	6 cr.
and	
One additional elective	3 cr.
Comprehensive Examination	

Total 36 cr.

COURSE OFFERINGS

LEAD-401 Instructional Leadership, 3 cr. This course is an analysis of the basic determinants of curriculum, instruction and evaluation PreK-12. The roles and responsibilities of an instructional leader are highlighted as well as a focus on the improvement of instruction for student learning and school improvement. Specific attention is given to students with special needs. The role of instructional leader is explored with emphasis on literacy and numeracy for student learning.

LEAD-413 Human Relations and Leadership, 3 cr. Study of basic concepts and principles of interpersonal relationships, communications, group interaction, and 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.

LEAD-421 Educational Leadership and Organizational Analysis, 3 cr. This course is designed to introduce the student to the field of educational leadership and management. The purpose of the course is to assist future educational leadership professionals to understand the philosophical, historical and organizational underpinnings of educational leadership. It provides students with a theoretical framework on which to develop and implement sound practical applications and decisions in the educational leadership tasks of communicating, planning, organizing, supervising, leading and evaluating strategies designed to build up highly effective learning communities.

LEAD-422 The Principalship, 3 cr. This course is an examination of PreK-12 schools with an emphasis upon the principal as a transformational leader. Specific roles toward school improvement are identified within the context of enhancing student learning for all students. The course focus is on problem solving strategies while working collaboratively and effectively with faculty and staff. Creating a vision of leadership and learning, developing a positive school culture, addressing legal issues, managing the school and its finances as well as interacting with the external school environment are some of the topics covered.

LEAD-424 Introduction to the Evaluation of Certified and Support Staff, 3 cr. 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.

LEAD-425 Advanced Techniques in the Supervision and Evaluation of Professional Staff, 3 cr. The main focus of this course is to provide an in-depth analysis of advanced techniques in the supervision and evaluation of K-12 professional personnel. The course builds upon the concepts of LEAD-424 to develop effective and legally formative and summative evaluations. The evaluation functions of monitoring curriculum fidelity, directing personnel for improvement, making personnel decisions, and working with incompetent personnel provide a framework for applying course content to K-12 settings.

LEAD-428A Seminar in Educational Administration: Decision-Making, 3 cr. The purpose of LEAD 428A is to provide an in-depth analysis of problems and issues associated with program evaluation and school improvement for school leaders. Prereq.: LEAD-421 and LEAD-424.

LEAD-428B Seminar in Educational Administration: Theory and Practical Application, 3 cr. The focus of this course is to explore the area of professional development as a vehicle for building capacity in your institution. As an educational leader you will be instrumental in designing or selecting opportunities for professional development as well as evaluating the success of those efforts. Prereq.: LEAD-421 and LEAD-424.

LEAD-428F Seminar in Educational Leadership in the Middle School, 3 cr. The purpose of this course is to provide an in-depth study of the theory, research and best practices to support contemporary issues in middle level leadership. The course will focus on developing and leading middle level education that meets

the diverse needs of emerging adolescents through mission development, program improvement, curriculum assessment, improvement of teaching and learning, staff development and more. Prereq.: LEAD-421 and LEAD-424.

LEAD-429 Research Design and Analysis of Educational Data, 3 cr. The purpose of this course is to help the student develop skills in research design, including problem statements, hypotheses formulation, population/sample selection, data collection, statistical analysis and interpretation. The course includes qualitative and quantitative research. Historical analysis, descriptive, causal-comparative, correlational and experimental studies will be developed as they relate to effective schools and administrative research.

LEAD-430 Thesis Seminar, 3 cr. This course provides guidance in the preparation and submission of a master of arts thesis under the supervision of faculty. It will extend the student's knowledge of standard techniques in the collection and analysis of data and facilitate the development of skills in advanced research design for possible future study at the doctoral level.

LEAD-431 School and Community Relations, 3 cr. The purpose of this course is to provide a forum for the transfer of theory to practice in the area of school-community relations. Additionally a teacher-as-researcher model and community-based research pedagogy are required in order to assist prospective school leaders in investigating their local school communities and increase their leadership skills. Effective school-community relationships begin at home facilitated by skillful leaders who have effective communication, research, collaborative and problem solving skills. These skills form bonds between schools and the local and global communities.

LEAD-432 School Finance and Budgeting, 3 cr. The goal of the course is to enable a student to demonstrate an understanding of school finance and related issues and to apply that knowledge in hypothetical school leadership situations. The content includes local, state and federal revenue sources, the legal and political settings that influence school finance, budgeting processes, revenue and expenditure management, research on the relationship of expenditures to achievement, the characteristics of a financially healthy school district, the operation of support services and measures to protect school funds and property.

LEAD-433 School Law and Ethics, 3 cr. This course studies the legal and ethical issues as related to practical problems of school administration. Constitutional provisions and court decisions are examined as they impact education. Issues of ethics pertaining to legal tenets will be integrated throughout the semester.

LEAD-434 Internship I, 3 cr. The major purpose of the internship is to comply with Illinois PA 96-903 and to provide the student with a supervised experience in the roles and responsibilities associated with the principalship in Pre-K through grade 12 during the course of a year. Each student will participate in administrative activities related to instructional leadership and school management. The three internships, LEAD 434, LEAD 435 and LEAD 437, are defined as all the experiences that result from applying the strategic, instructional, organizational, and contextual leadership guidelines in a workplace. This course is the first internship experience.

LEAD-435 Internship II, 3 cr. The purpose of this internship is to continue the instructional leadership and school management Pre-K through grade 12 tasks and experiences as described in the school intern's contract and developed in LEAD 434. The is the second internship experience.

LEAD-436 Human Resources Administration in Education, 3 cr. This course provides a general understanding of the personnel functions in educational settings. Decision-making and problem solving will be emphasized. The functions of planning, recruitment, selection, placement, induction, staff development, motivation, compensation, performance, appraisal, negotiations and dismissal are included.

LEAD-437 Internship III, 3 cr. The purpose of this internship is to continue the instructional leadership and school management Pre-K through grade 12 tasks and experiences as described in the school intern's contract and developed in LEAD 434, and LEAD 435. This is the third internship experience.

LEAD-438 Collective Negotiations, 3 cr. 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.
LEAD-445 Practicum in School Business Management, 3 cr. 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.
LEAD-447 Introduction to School Business Management, 3 cr. Provides a general understanding of the various task areas involved in the field of school business management including financial control, maintenance of buildings and grounds, maintenance of inventories, purchasing and bidding, transportation, insurance, personnel and office management, lunch programs, and administrative relationships.
LEAD-448 School Business Management II, 3 cr. Incorporates principles of school fund accounting including a study of budgeting, personnel and payroll administration, auditing and reporting expenditures and receipts, assets and liability accounting, capital asset planning and management, cash management, bonded indebtedness, analysis of statements of position, and extracurricular funds.
LEAD-470 Use of the Microcomputer for School Administrators and Supervisors, 3 cr. 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
LEAD-480 The Community College, 3 cr. 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.
LEAD-481 Community College Administration, 3 cr. 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.
LEAD-490 The Adult Learner, 3 cr. 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.
LEAD-491 Foundations of Higher Education, 3 cr. This course provides students with knowledge of the historical development of higher education in the United States and its socioeconomic, political, legal and philosophical underpinnings. This course also provides students with an understanding of the structures and governance of higher education in the U.S. Emphasis is given to current issues, opportunities and problems facing higher education and its stakeholders.
LEAD-492 Resources, Institutional Planning and Finance in Higher Education, 3 cr. This course prepares students to understand how institutions of higher education obtain and utilizes resources. It focuses on resource planning, policy development and implementation, and resource allocation. Topics include: institutional governance, research, marketing, budget development, financial allocation, environmental scans and oversight.
LEAD-493 The Law of Higher Education, 3 cr. This course presents legal issues from the perspective of preventive law, policy development and implementation. Content includes the structure of the U.S. legal system, constitutional law, statute and case law. Topics include: affirmative action, employment law, intellectual property, due process, academic freedom, human-subjects research, and collective negotiations.
LEAD-495 Practicum in Higher Education, 3 cr. This course consists of supervised experience in the functions and duties of leaders in higher education settings.

LEAD-496A Seminar in Higher Education: The Non-Traditional Student, 3 cr. This course prepares the student to effectively meet the needs of the non-traditional students in higher education settings. Historical evolution and psychosocial factors impacting adult learners, development of student services, curriculum design issues, and methods of building a sense of community among adult learners.
LEAD-496B Seminar in Higher Education: The Problematic Pipeline–Latinos and Latinas in Higher Education, 3 cr. This course focuses on the contemporary Latino experience in the US educational system. It follows the growing numbers of Latinos with low high school completion rates and low levels of participation/completion in higher education. Emphasis is placed on the diversity of the experience by national origin, region of settlement, and gender as well as the histories of Latino immigration to the US compared to the receptions of other immigrants in history. Predominant theories of international immigration, relationships between the historical and contemporary context, immigration policy, and the adaptation of Latino immigrants in the United States are considered.
LEAD-496C Seminar in Higher Education: Critical Policy Issues in Latino Higher Education, 3 cr. An analysis of the critical policy issues in Latino higher education as the US faces a growing increase in Latino college-enrollment (the largest minority), yet with low retention and a scarce presence in higher education discourse. Due to this increase, an exploration of ways to prepare postsecondary institutions for this and the role of more Latinos in the academy is explored. Including: the role of community colleges and four-year institutions in meeting this demand, understanding the historical processes and cultural differences of Latinos in the US, understanding various modes of thought, concerns and methodologies regarding Latino higher education.
LEAD-496D Seminar in Higher Education: Current Global Issues & the Latino Community, 3 cr. This course provides an introduction to the cross-cultural, cross-national study of educational institutions and their relationship to society. This cross-national comparison of educational practices occurs in light of cultural, social organization, economic, political, and historical differences with a key goal being further development of understanding how perspectives on education in the United States have been shaped.

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, and 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 HRD 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 3 cr.

HRD-301 Adult Teaching/Learning Process	3 cr.
HRD-310 Instructional Techniques and Technology	3 cr.*
HRD-315 Computer Utilization in Human Resource Development	3 cr.*
HRD-320 Dynamics of Working with Groups and Individuals	3 cr.
HRD-321 Designing Instruction in Human Resource Development	3 cr.*
HRD-325 WIP: Communication and Human Resource Development	3 cr.*
HRD-329 Internship and Seminar in Human Resource Development	9 cr.*
Human Resource Development Electives	6 cr.

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.

*Requires admission to COE Total 36 cr.

Human Resource Development majors must be fully admitted to the College of Education prior to registering for more than 9 hours.

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
(18 cr. 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	3 cr.
HRD-301 Adult Teaching/Learning Process	3 cr.
HRD-310 Instructional Techniques and Technology	3 cr.
HRD-320 Dynamics of Working with Groups and Individuals	3 cr.
Electives	6 cr.

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 18 cr.

*Requires admission to COE

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 those wishing to move into HRD field as well as practitioners desiring more formal training.

The program is designed to develop the ability to: l) 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) manage 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 from an accredited college or university.
2. A minimum grade point average of 2.75 (students not meeting GPA can apply for faculty review.)
3. Two letters of recommendation from professors, employers, or supervisors which provide evidence of an applicant's qualifications.

Individuals who fail to satisfy requirements under number 2 may 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	3 cr.
HRD-401 The Adult Learner I	3 cr.
HRD-403 Presentation and Facilitation Strategies for HRD	3 cr.
HRD-405 Needs and Task Analysis in HRD	3 cr.
HRD-406 Instructional Design in HRD I	3 cr.
HRD-407 Measurement and Evaluation in HRD	3 cr.
HRD-408 Instructional Design in HRD II	3 cr.
HRD-411 Consulting in HRD	3 cr.
HRD-415 Seminar in HRD	3 cr.
HRD-416 Practicum in HRD I	3 cr.
HRD-462 Instructional Strategies in HRD	
or	
HRD-490 Multimedia: Application and Design	3 cr.

Plus one of the following:

HRD-417 Practicum in HRD II	3 cr.	
HRD-418 Topical Seminar in HRD	3 cr.	
HRD-419 Project in HRD	3 cr.	
HRD-420 Thesis in HRD	3 cr.	
		Total 36 cr.

NOTE: For all students in the program, the following will be required:

a. A total of 36 credit hours of study are required for completion of the program.
b. The successful completion of the Departmental Comprehensive 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 faculty 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, 3 cr. 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, 3 cr. 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. Prereq.: junior standing or consent of instructor.

HRD-301 Adult Teaching/Learning Process, 3 cr. The study of the range and types of desired educational outcomes as related to characteristics of adult learners, and principles of learning and instruction. Prereq./Coreq.: HRD-300 or consent of instructor.

HRD-310 Instructional Techniques and Technology, 3 cr. 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. Prereq./Coreq.: HRD-301, admission to COE.

HRD-313B Program Development in Human Resource Development, 3 cr. This course will explore the range and types of desired outcomes related to planning programs for adult learners. Not designed or written as an instructional design course, this course looks at the barriers that impede discourages adults in pursuing educational goals and provides various way to enhance opportunities for the adult learning population. Prereq.: Junior standing and consent of instructor, admission to COE.

HRD-313D Career and Life Planning: Political Savvy in the Workplace, 3 cr. This course will explore the concept of political savvy in the workplace as it relates to one's career success and development as well as for others whom the HRD professional might coach. Topics include: how political savvy is defined, the political nature of the workplace, power and the importance of leveraging one's power, personal influence, and the development of a political game plan. Prereq.: Junior standing and consent of instructor, admission to COE.

HRD-315 Computer Utilization in Human Resource Development, 3 cr. An introduction to the use of computers for instructional and informational purposes. Course will focus on instructional design and assessment-of-needs issues as well as the hands-on exploration of various computer technology applications. Prereq.: admission to COE and HRD-310 with a minimum grade of C.

HRD-320 Dynamics of Working with Groups and Individuals, 3 cr. 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. Prereq./Coreq.: junior standing and consent of instructor.

HRD-321 Designing Instruction in Human Resource Development, 3 cr. 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. Prereq.: HRD-300, 301,310, 315, 320, 325, admission to COE.

HRD-323 Independent Study in Human Resource Development, 3 cr. In-depth study of special areas in human resource development. Prereq.: HRD 310.

HRD-325 WIP: Communication in Human Resource Development, 3 cr. This course explores the role of oral and written communication skills in the human resource development field. The student will practice the following: impromptu, informational, and persuasive oral presentations; and interviewing, questioning, organizing, researching, and active listening skills. Additionally, the student will demonstrate competence with the following writing tasks: preparing a meeting agenda, project proposal manuscript with recommendations, an e-mail message, an elevator speech, a claims adjustment request, bad news memorandum, and decline of a request. Professionalism; appropriate non-verbal messages; and accurate and effective organization, flow, and mechanics as appropriate for the context, content, and audience are emphasized. Prereq.: HRD-300, admission to COE, and ENGL-101 minimum grade of C.

HRD-329 Internship and Seminar in Human Resource Development, 9 cr. 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. Prereq.: completion of required courses and admission to College of Education.

HRD-362 Instructional Media in Human Resource Development, 3 cr. 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. Prereq.: HRD-301, admission to COE.

HRD-390 Computer Based Training, 3 cr. Systematic approach to the design and use of interactive instructional and performance support materials. Course includes courseware development, implementation, training techniques, documentation, and state-of-the-art technology. Prereq.: HRD-315 or consent of the instructor, admission to COE.

HRD-400 Human Resource Development and the Organization, 3 cr. 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. Prereq.: Admission to HRD M.A. degree program or graduate standing and consent of instructor.

HRD-401 The Adult Learner I, 3 cr. 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. Prereq./Coreq.: Graduate standing and HRD-400.

HRD-402 Adult Learner II, 3 cr. 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 meta cognition. Research paper required that includes application to HRD field. Prereq.:HRD-401.

HRD-403 Presentation and Facilitation Strategies for HRD, 3 cr. 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. Prereq.: Graduate standing and HRD-400.

HRD-405 Needs and Task Analysis in Human Resource Development, 3 cr. Defining gaps between desired and actual performance and specifying the cause of the gaps. Identifying and analyzing tasks and job content for the purpose of developing 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. Prereq./Coreq.: Graduate standing and HRD-400.

HRD-406 Instructional Design in Human Resource Development I, 3 cr. 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. Prereq.: graduate standing and HRD-401.

HRD-407 Measurement and Evaluation in Human Resource Development, 3 cr. Determining the effectiveness of 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 HRD on the organization. Prereq.: graduate standing and HRD-406.

HRD-408 Instructional Design in Human Resource Development II, 3 cr. In this course, students study advanced instructional design techniques as they go through the process of assessing needs, designing and developing instruction, and developing both an assessment and an implementation plan for their training. Students develop an instructional program designed to meet client needs, giving them an opportunity to apply theories learned in earlier courses, as well as acquainting them with additional instructional strategies to developing an expanded instructional program. Prereq.: HRD-406.

HRD-410 Administration of Human Resource Development Programs, 3 cr. Development and monitoring of Human Resource Development programs that are consistent with the organization's present and future needs. Preparation of long-range plans for the HRD function in an organization and articulation of viewpoints and services to management. Study of how successful HRD practices work in selected organizations. Prereq.: graduate standing and HRD-405.

HRD-411 Consulting in Human Resource Development, 3 cr. This course examines the roles of both internal and external consultants within an organization as they analyze both training and non-training interventions to improve performance. Students work with case studies to examine various aspects of the consulting process. Topics covered include client-consultant relationships, diagnosing organizational situations, developing contracts, marketing your services, etc. Prereq.: graduate standing and HRD-406 or consent of instructor.

HRD-412 Project Management in Human Resource Development, 3 cr. Study of the principles of project management as they relate to the development of HRD programs. Application of the principles to HRD projects that are both in the planning state and in progress will be emphasized. Prereq.: graduate standing and HRD-405.

HRD-413 Independent Study in Human Resource Development, 3 cr. In-depth study of special areas in human resource development. Prereq.: twelve hours of graduate study in HRD and consent of instructor.

HRD-415 Seminar in Human Resource Development, 3 cr. 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. Prereq.: completion of HRD400, 401,403, 405, 406, 407, and written consent of advisor.

HRD-416 Practicum in Human Resource Development I, 3 cr. 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. Prereq.: completion of HRD-400, 401,403, 405, 406, 407, and written consent of advisor.

HRD-417 Practicum in Human Resource Development II, 3 cr. 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. Prereq.: completion of HRD-400, HRD-401, HRD-403, HRD-405, HRD-406, HRD-407, and written consent of program advisor.

HRD-418A Topical Seminar: Strategic Planning in Human Resource Development, 3 cr. Study of principles of strategic planning as it relates to the HRD field. This course will explore various strategies that can be used to lead, facilitate, or teach others how to work through the strategic planning process. Application of the principles of strategic planning process will be emphasized. Prereq.: Graduate standing; six hours of graduate study in HRD or consent of instructor.

HRD-418B Topical Seminar: Human Performance Technology in Human Resource Development, 3 cr. Study of improving human performance in the workplace. This course will develop awareness about the complexity of this area including the role of the HRD practitioner as the performance consultant. A practical and theoretical foundation for following HTP methodology to solve human performance problems in the workplace will be explored. Prereq.: Graduate standing; six hours of graduate study in HRD or consent of instructor.

HRD-418E Topical Seminar in Global/Cultural Issues in Human Resource Development, 3 cr. This course will explore the importance and necessity of HRD practitioners understanding the importance of globalization and the increasing diversity of the work-place and work-force. The design and delivery of instruction and the analysis of the dynamics of organizations requires an understanding of learning and organizational development theory and will be examined through the lens of global and cultural awareness. Prereq.: Graduate standing; six hours of graduate study in HRD or consent of instructor.

HRD-419 Project in Human Resource Development, 3 cr. 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. Prereq.: approval of advisor.

HRD-420 Thesis Seminar in Human Resource Development, 3 cr. Guidance of students conducting research and writing a thesis to fulfill the requirements of the program, Master of Arts in Human Resource Development. Prereq.: invitation by program advisor.

HRD-462 Instructional Strategies in Human Resource Development, 3 cr. This course will explore various strategies that can be used to facilitate learning in a variety of situations. Strategies such as advance organizers, concept mapping, imagery, etc. will be studied in terms of their advantages, limitations, and applications. The course will explore different types of learning, such as declarative knowledge, concepts, motor skills, etc. The different types of learning will be studied in terms of their characteristics and the implications those characteristics have for selecting and using instructional strategies. Prereq.: invitation by program advisor.

HRD-490 Multimedia: Application and Design, 3 cr. This course presents an overview of varied aspects of multimedia as used in the HRD field. Course content blends theory and application as students learn the basic elements of instruction, interaction, and the impact of technology on instruction. Students use an authoring program to design instruction which meets criteria for effective teaching/learning. Students will use multimedia as a vehicle for research and communication through e-mail and Internet access. Prereq.: invitation by program advisor.

HEALTH, PHYSICAL EDUCATION, RECREATION AND ATHLETICS

William Quinn, Ed.D., Professor, Acting Chair
C. Murray Ardies, Ph.D., Professor
Jennifer Banas, Ed.D., Assistant Professor
Christopher J. Cavert, Ed.D., Assistant Professor
Karen E. Hand, Ed.D., Assistant Professor
Eun Hye Kwon, M.S., Assistant Professor
Thomas Parry, Ph.D., Assistant Professor, Assoc. Chair

Myles Polsgrove, Ph.D., Assistant Professor
Moira E. Stuart, Ph.D., Associate Professor
Kaija Zusevics, Ph.D., Assistant Professor

The Department of Health, Physical Education, Recreation, and Athletics (HPERA) is located in the Physical Education Complex at the south end of the campus. Opened in January, 1988, this facility includes two gymnasia, a suspended jogging track, a climbing wall, one high ropes course, four racquetball courts, a foot swimming pool, a fitness center, four tennis courts, a baseball field, a softball field, a soccer field, classrooms, the Department of HPERA's Human Performance Laboratory, and faculty/staff offices.

The goals of the Department are to provide students with 1) an awareness of the role of health, physical education, athletics, and exercise sciences 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 proficiency in 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 the Bachelor of Arts and Master of Science degrees.

Undergraduate majors: Physical Education
K-12 Professional Educator Licensure
Health and Wellness
Community Health and Wellness Track
Secondary Health
Education Track

Undergraduate minors: Health Education
Physical Education

Graduate major: Exercise Science

UNDERGRADUATE PROGRAMS
Students considering a major in Physical Education or Health and Wellness, or a minor in Health Education, or Physical Education must make an appointment with the program advisor.

NOTE: Prior to declaring the Physical Education and Secondary Health majors in the Department of HPERA, students must have passed the Illinois Licensure Testing System (ILTS) Test of Academic Proficiency, or ACT Plus writing, scored at 22 and a minimum 19 in combined English/writing or higher or by scoring 1030 or above on the SAT and a minimum 450 in writing.

Students in all majors will be required to take a Writing Intensive course.

In addition to the College of Education requirements for admission and retention, the Department of HPERA requires the following before students will be allowed to participate in clinical experiences:

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 all required courses in both professional preparation and major core coursework and beginning Fall 2015 candidates must also pass the Teacher Performance Assessment (edTPA) for program completion.
4. Admission to the College of Education.

Additionally, students in teacher preparation programs will not be allowed to move into their student teaching if they have not passed the ILTS Content Area Examination in their major.

NOTE: For all undergraduate programs, students must receive a grade of "C" or above in all major courses. Students with a grade below a "C" have the opportunity to repeat the course once.

The Department of HPERA Professional Standards Committee reviews faculty recommendations for students requiring special attention and meets with the student to discuss and remedy any weaknesses.

Major in Physical Education K-12 Licensure for the Bachelor of Arts Degree
Physical Education majors, upon successful completion of the program and graduation from Northeastern Illinois University, are entitled to the Illinois Professional Educator License (PEL), endorsed in Physical Education. The program includes the 32 credit hour Professional Preparation portion and 53 credit hour Physical Education Major. Students are encouraged to complete the minor program in Health Education.

Unique to the Physical Education Major is the Block Program taken during the Senior year. In the Block Program, major courses are taken on campus during the morning hours. The student will spend six weeks in an elementary school for a minimum of 50 clinical hours, and six weeks in a high school for a minimum of 50 clinical hours.

NOTE: Students must be admitted into the College of Education no later than two semesters prior to the semester they wish to enter into the Clinical Block. Additionally, students must have completed all professional preparation (with the exception of SCED-305P) and major core coursework prior to entering into the Clinical Block.

Required Courses: (85 cr. hr.)

Professional Preparation

EDFN-305 Philosophical and Historical Foundation of Public Education	3 cr.
EDFN-306 Education and Individual Differences	3 cr.
EDFN-307 Psychology of Instruction and Learning	3 cr.
SCED-311 School Curriculum	3 cr.
SCED-305P Secondary Student Teaching and Seminar in Physical Education	9 cr.
PEMT-201 Principles and Methods in Physical Education	3 cr.
HLED-305 Health Education for Middle/High School	3 cr.
LTCY-301 Literacy Instruction in the Middle & Senior High Schools	3 cr.
PEMT-343 Foundations of PE for the Elementary School	3 cr.
	Total 32 cr.

Physical Education Core

PEMT-151 Fundamentals of Rhythms	3 cr.
PEMT-231 Individual and Dual Sports	3 cr.
PEMT-276 Team Sports	3 cr.

PEMT-202 Tests and Measurements in PE	3 cr.
PEMT-203Y Lifelong Sports and Activities	3 cr.
PEMT-342G Pro Seminar in Health & PE: Psychology of Sports	3 cr.
PEMT-206 Sport & PE in Contemp. Society	3 cr.
PEMT-293 Scientific Found. of Motor Learning	3 cr.
PEMT-302** Kinesiology	3 cr.
PEMT-303 Adapted Physical Education	3 cr.
PEMT-305 Functional Human Anatomy	4 cr.
PEMT-306** Physiology of Exercise	3 cr.
PEMT-372 Adv. Educ. Curriculum Design	3 cr.
PEMT-316 WIP: Writing in the Professions	3 cr.

Clinical Classes

PEMT-344 Found. of PE in Sec./Mid. Schools	3 cr.
PEMT-311 Coaching and Team Mgt	3 cr.
PEMT-341 Organization/Mgt. of PE Classes	3 cr.
	Total 53 cr.

**PEMT-305: Functional Human Anatomy is a prerequisite for these courses.

Major in Health Community for the Bachelor of Arts Degree

Health and Wellness majors choose from two tracks: 1) Secondary Health Education and 2) Community Health and Wellness. The Secondary Health Education track prepares students for health education teaching positions in secondary schools (grades 6-12). Students completing the Secondary Health Education track and graduating from Northeastern Illinois University are entitled to the Illinois Professional Education License endorsed in health education. The Community Health and Wellness track prepares students for professional positions in a variety of health related settings including government, industry, the non-profit sector, and health service delivery organizations. The Community Health and Wellness track is a non-teacher track.

While the Secondary Health Education and the Community Health and Wellness tracks share common courses, course requirements do vary. In addition, the Secondary Health Education students complete a Clinical Experience and a Student Teaching Experience. Community Health and Wellness students complete an internship.

The Community Health and Wellness internship is comprised of a semester long fieldwork experience and a weekly seminar with assignments. Beginning Fall 2014 new Community Health and Wellness students complete 200 clock hours of work (typically unpaid) in a community health and wellness related agency. Community Health and Wellness students must be admitted to the College of Education to start the internship. Moreover, it is highly recommended that Community Health and Wellness students gain admission to the College of Education early in the program, as some course electives require admittance to the College of Education.

REQUIRED COURSES:

Track One: Secondary Health Education

Major Core Courses Level 1 – 24 credit hours

PEMT 305 Functional Human Anatomy	3cr
HLED 212 Consumer Health	3cr

HLED 303 Sex Education	3cr
HLED 304 Org & Admin of Schl Hlth Program	3cr
HLED 307 Human Disease	3cr
HLED 308 Principles of Ind Health Practice	3cr
HLED 309 Nutrition and Health	3cr
HLED 345 Drug Education	3cr
Program Electives – 12 credit hours; choose 4	
HLED 103 Community Health	3cr
HLED 199 Hlth & Well & the Emrg Adol	3cr
HLED 312 Current Health Concepts	3cr
HLED 314 Epidemiology	3cr
HLED 316 Health Disparities	3cr
HLED 342 Aging, Death, Dying	3cr
PEMT 306 Physiology of Exercise	3cr
PEMT 316 WIP: Writing in the Professions	3cr

Secondary Health Education Professional Preparation

Professional Preparation Level 1 – 24 credit hours	
EDFN 305 Phil./Hist. of Public Ed.	3cr
EDFN 306 Edu & Ind Differences	3cr
EDFN 307 Psy of Inst & Learning	3cr
EDFN 313 Prob Issues Pract in Ed	3cr
SCED 301 WIP: Methods Teaching Sec Level	3cr
LTCY 301 Literacy Inst Middle & Senior HS	3cr
Professional Preparation Level 2 – 6 credit hours	
HLED 305 Hlth Ed in Mid & High School	3cr
HLED 302 Field Exp: School Health Ed	3cr
Professional Preparation Level 3 – 9 credit hours	
SCED 305K Sec Student Tch & Seminar Hlth Ed	9cr
	Total: 73cr

Track Two: Community Health and Wellness

Health and Wellness Major Core – Community Health

Major Core Courses Level 1 – 27 credit hours	
HLED 103 Community Health	3cr
HLED 212 Consumer Health	3cr
HLED 303 Sex Education	3cr
HLED 314 Epidemiology	3cr
HLED 312 Current Health Concepts	3cr
HLED 316 Health Disparities	3cr
HLED 342 Aging, Death, Dying	3cr
PEMT 305 Functional Human Anatomy	3cr
PEMT 316 WIP: Writing in the Professions	3cr

Program Electives (6 credit hours; choose 2)

HLED 199 Hlth & Well & the Emrg Adol	3cr
HLED 305 Hlth Ed in Mid & High School	3cr
HLED 342 Aging, Death, & Dying	3cr
PEMT 306 Physiology of Exercise	3cr

Health and Wellness Professional Preparation

Professional Preparation Level 1 – 21 credit hours

HLED 304 Org & Admin of Schl Hlth Program	3cr
HLED 305 Health Ed in Middle & High School	3cr
HLED 307 Human Disease	3cr
HLED 308 Principles of Ind Health Practice	3cr
HLED 309 Nutrition and Health	3cr
HLED 345 Drug Education	3cr
PEMT 306 Physiology of Exercise	3cr

Professional Preparation Level 2 – 3 credit hours

HLED 350 Hlth Prg Nds Asmt Plan Implement	3cr

Professional Preparation Level 3 – 12 credit hours

HLED 360 Hlth Admin Mrktg Evaluation	3cr
HLED 370 Field Exp: Community Health	9cr

Cognate Courses: 9 credit hours required; choose 3

AFAM 200 Int to African & American Studies	3cr
ECON 336 Health Economics	3cr
EDFN 306 Edu & Ind Differences	3cr
HRD 300 Princ & Prac in Hum Resource Devel	3cr
ICSE 103 Introduction to Inner City Studies	3cr
LLAS 101 Intro to Latino & Lat Am Studies	3cr
PHIL 211 Topics in Social Ethics	3cr
PHIL 214 Medical Ethics	3cr
SOC 302 Sociology of Aging	3cr
SOC 312 Sociology of Health and Illness	3cr
SOC 329 Sociology of Violence	3cr
SOC 340 Sociology of Sexualities	3cr
SOC 347 Sociology of Media	3cr
SOC 352 Sociology of HIV/AIDS	3cr
PSYC 324 Geropsychology	3cr
SWK 200 Introduction to Social Work	3cr
WGS 210 Int to Lesb Gay Bisex Trans Qr Std	3cr
	Total: 78cr

Check with the program advisor for the most current curriculum guidelines as the program is undergoing revisions.

Minor in Health Education

The Health Education Minor is 18 hours and it prepares students to meet state requirements for the middle school endorsement in health education. Of these 18 hours, 9 hours must be at the 300 level and grades must be C or better. Students seeking to meet state requirements for the high school endorsement in health education may continue their coursework beyond the minor. To earn a high school endorsement, students must complete 24 hours of coursework. Of these 24 hours, 12 hours must be at the upper division level, grades must be C or better, and the ILTS content-area test (Health #142) must be passed.

REQUIRED
Students must complete the 3 required courses (9 cr.).

School Health Education

HLED 305 Health Ed. for Middle/High School	3 cr.
HLED 304 Org./Admin. of School Health Prog.	3 cr.

Personal Health

HLED 308 Prin. of Individual Health Practices	3 cr.

ELECTIVES
Students must complete 9 hours of elective credit in at least 2 areas. Students pursuing a high school endorsement in health education must complete 15 hours of elective credit in at least 3 areas.

Personal Health – Area 1

HLED 107 Health for Effective Living	2cr
HLED 309 Nutrition and Health	3cr

Personal Health – Area 2

HLED 303 Sex Education	3cr
HLED 345 Drug Education	3cr

Family and Interpersonal Relationships

SOC 100 Survey of Psychology	3cr
HLED 342 Aging, Dying, and Death	3cr

Community Health And Disease Prevention

HLED 103 Community Health	3cr
HLED 307 Human Disease	3cr
BIO 104 The Changing Natural Environment	3cr
GES 307 Environmental Education Seminar	3cr

Health Related Skills

HLED 101 First Aid and CPR	1 cr.
HLED 111 Cardiopulmonary Resuscitation	1 cr.
HLED 202 Safety Education	3 cr.
HLED 206 Standard First Aid Instructor	2 cr.
HLED 212 Consumer Health Education	3 cr.

Minor in Physical Education (30-31 cr. hrs.)
Required Courses:

PEMT-151 Fundamentals of Rhythms	3 cr.
PEMT-276 Team Sports	3 cr.
PEMT-201 Principles and Methods in PE	3 cr.
PEMT-202 Tests and Measurements in PE	3 cr.
PEMT-293 Scientific Found. of Motor Learning	3 cr.
PEMT-303 Adapted Physical Education	3 cr.
PEMT-305 Functional Human Anatomy	4 cr.

Total 22 cr.

One of the following:

HLED-107 Health for Effective Living	2 cr.
PEMT-205 Nutrition, Wt. Control & Exercise	3 cr.
PEMT-361 Aerobics/Cardiovascular Fitness	2 cr.

Total 2-3 cr.

One of the following:

PEMT-231 Individual and Dual Sports	3 cr.
PEMT-203Y Lifelong Sports and Activities	3 cr.

Total 3 cr.

One of the following:

PEMT-302* Kinesiology	3 cr.
PEMT-306* Physiology of Exercise	3 cr.

Total 3 cr.

*PEMT-305: Functional Human Anatomy is a prerequisite for these courses.

GRADUATE PROGRAM
Master of Science in Exercise Science
Program Coordinator: Myles Jay Polsgrove, Ph.D.
The mission of the Exercise Science program is to provide optimal education in the sciences of Human Performance and Preventive Health through excellence in teaching, research, and service. The M.S. in Exercise Science is a viable option for professionals who are currently active in the health, wellness, and fitness-related professions who wish to become more effective in their career by gaining greater scientific insight into current health, fitness, and performance-related issues on concern to their students, athletes, patients, and clients.

The M.S. in Exercise Science degree provides training in the various disciplines on the Exercise Sciences. Ten required courses for 30 credits provide the core of the degree. The remaining 6 credits can be taken either as a 6-credit thesis, a 3-credit internship plus 1 elective course, or as 2 elective courses.

Admission Requirements
NOTE: Applications for this program are accepted for FALL SEMESTER admission only.

1. Students must have a degree from an accredited undergraduate institution Students must fulfill requirements for admission to the Graduate College at NEIU.
2. Students must have a grade of B or better in: biology, chemistry, human anatomy, psychology, and exercise physiology

3. Two letters of recommendation
4. Please see: http://www.applyweb.com/public/account?/ neiu for applications

Required Courses
EXSC-401 Exercise Physiology I
EXSC-402 Exercise Physiology II
EXSC-403 Research Methods & Statistics
EXSC-404 Exercise Testing & Prescription
EXSC-405 Applied Nutrition for Health & Human Performance
EXSC-414 Program Development & Management in Health Promotion
EXSC-415 Exercise Management of Chronic Diseases and Disabilities
EXSC-419 Psychology of Exercise & Health Behaviors

Check with the program advisor for the most current curriculum guidelines as the program is undergoing revisions.

Elective Courses
EXSC-421 Motor Control & Learning
EXSC-416 Practices in Cardiac Rehabilitation
EXSC-425 Exercise & Environmental Physiology
EXSC-426 Growth, Maturation & Performance
EXSC-430 Internship
EXSC-431 Independent Study/Research
EXSC-432 Thesis Research (6 credit hours)
EXSC-433 Performance-Related Injury Management
EXSC-434 Physiology of Aging & Physical Activity
EXSC-435 Theory and Methodology of Coaching
or other courses as approved by the EXSC advisor.

Culminating Requirements for the Degree
Thesis Option Students
In addition to satisfactorily completing the required concentration-specific coursework, thesis option students will be required to satisfactorily prepare a written presentation of their thesis research, and orally present and defend their thesis research prior to earning the degree.

Non-Thesis Option Students
In addition to satisfactorily completing the required concentration-specific coursework, non-thesis option students are required to satisfactorily complete written comprehensive examinations over critical areas of their coursework prior to earning the degree.

COURSE OFFERINGS
Exercise Science
EXSC-401 Exercise Physiology I, 3 cr. The course provides instruction in the bioenergetics of human movement. Specifically, cellular metabolism and its neuroendocrine control, at rest and in response to both acute and chronic exercise, will be discussed. Additionally, the processes and control of transcription, protein synthesis, and protein degradation will be covered. Prereq: EXSC graduate standing or instructor consent.

EXSC-402 Exercise Physiology II, 3 cr. The course provides advanced instruction in the functioning of the respiratory, cardiovascular, and skeletal muscular systems at rest and during exercise. Specifically, the course will provide instruction in pulmonary ventilation, myocardial functioning, circulatory response, and skeletal muscle contraction, as well as neuroendocrine control of these processes, at rest and during exercise. Additionally, the exercise-specific application of these physiological processes will be discussed in reference to strength/endurance exercise training adaptations, neuromuscular fatigue, ergogenic aids (i.e., human performance enhancement substances), gender-related performance differences, and youth exercise/performance. Prereq: EXSC graduate standing and EXSC-401, or instructor consent.
EXSC-403 Introductory Research Methods and Statistical Analyses, 3 cr. The course provides an introduction to a number of basic research designs and the appropriate parametric and/or non-parametric statistical tests for the analysis of data collected using these designs. Additionally, the students will be given an overview of the research process, the various types of research, and the various avenues for research presentation. Prereq: EXSC graduate standing or instructor consent.
EXSC-404 Exercise Testing and Prescription, 3 cr. The laboratory portion of the course provides instruction and experience in the performance of laboratory and field tests for the measurement of variables needed to evaluate the health-related fitness components (i.e., cardiorespiratory endurance, muscular strength/endurance, muscular flexibility, and body composition). The lecture portion of the course focuses on the physiological rationale for these tests and covers the procedures for utilizing the information collected in laboratory and field testing. Specifically, students will be instructed on the evaluation the health-related fitness status of tested individuals and on the prescription of exercise training regimens for health-related fitness status alteration and physical performance enhancement. Prereq: EXSC graduate standing, EXSC-402, EXSC-403, and current CPR certification, or instructor consent.
EXSC-405 Applied Nutrition for Health and Performance, 3 cr. The course provides instruction in macronutrient requirements at rest and during exercise, energy balance for body composition alteration or maintenance (i.e., obesity prevention), fluid and electrolyte balance during exercise, and the vitamin/mineral concerns associated with exercise and performance. Additionally, the course will consider the preventative role of nutrition in various disease states including cardiovascular disease, degenerative bone disease, and diabetes. Prereq: EXSC graduate standing and EXSC-401, or instructor consent.
EXSC-413 Program Development and Management in the Fitness Industry, 3 cr. The course provides instruction in the area of organizational development and management in the corporate, commercial, and institutional fitness industries. Specifically, an overview and the underlying principles of operating fitness facilities, sales/marketing strategies, member/staff recruitment/management practices, program/ specialized program management, equipment purchase/ maintenance, health/safety considerations, facility development/management, financial management, legal issues, and insurance considerations will be discussed. Prereq: EXSC graduate standing or consent of instructor.
EXSC-414 Program Development and Management in Health Promotion, 3 cr. The course provides instruction in the area of organizational development and management in the health promotion field. Specifically, the procedures for needs assessment, planning, implementation, resource identification/ allocation, marketing, and evaluation for health promotion programs will be discussed. Prereq: EXSC graduate standing or consent of instructor.
EXSC-415 Exercise Management in Chronic Diseases and Disabilities, 3 cr. The course expands on the exercise testing and prescription information covered in EXSC-404 to include special populations with chronic disease and/ or disabilities. The course provides a pathophysiological overview of various cardiovascular, pulmonary, metabolic, immunological/hematological, orthopedic, neuromuscular, cognitive, emotional, and sensory disorders. A major portion of the course deals with exercise management in people with these diseases/disabilities and, in particular, instruction on the special exercise testing and prescription considerations for these populations (e.g., abnormal exercise response

potential, exercise interaction with commonly prescribed medication, etc.). Prereq: EXSC graduate standing and EXSC-404, or instructor consent.

EXSC-416 Practices in Cardiac Rehabilitation, 3 cr. The course provides the student with a concise and comprehensive overview of the research and currently accepted professional practice in the fields of heart disease primary prevention and cardiac rehabilitation. Specifically, the epidemiology, pathophysiology, diagnosis, and treatment of heart disease will be discussed. Included in these discussions will be the diagnostic and prognostic use of exercise testing in cardiac patients. Additionally, a significant portion of the course will cover cardiovascular disease risk factor modification and the rehabilitation cardiac patients, including exercise prescription guidelines for this special population. Prereq: EXSC graduate standing and EXSC-404, or instructor consent.

EXSC-417 Human Sexuality , 3 cr. The course provides instruction in the anatomical, physiological, developmental, psychosocial, cultural, and health-related aspects of human reproduction and sexuality. The primary goal of the course is to enhance student understanding and comfort with regard to these topics. Prereq: EXSC graduate standing or instructor consent.

EXSC-420 Prevention of Chronic Disease through Diet and Exercise, 3 cr. The course covers the molecular and cellular basis of prevention of chronic diseases. The emphasis is on the biological mechanisms of the causes of chronic diseases and on how dietary components and repeated stressful exercise alter the mechanisms of cause to reduce risk for these diseases. The major topics include: inflammation, obesity, metabolic syndrome and diabetes, atherosclerosis, and cancer.

EXSC-421 Motor Control and Learning, 3 cr. The course provides instruction in how humans control locomotion and how they learn/re-learn motor skills. Specifically, the course emphasizes the observable behavioral aspects of motor control/learning while detailing the neurophysiological and biomechanical processes that result in the aforementioned motor behaviors. Prereq: EXSC graduate standing, EXSC-403, or consent of instructor.

EXSC-422 Biomechanics, 3 cr. The course provides instruction in how the interaction between anatomy, physiology, and the laws of physics affect and control human movement and performance. Specifically, the biomechanical aspects of work and energy, balance and movement control, force load and force production, and fatigue during exercise and performance will be discussed. Prereq: EXSC graduate standing, EXSC-402, EXSC-403, or consent of instructor.

EXSC-423 Psychology of Exercise & Health Behaviors, 3 cr. The course provides instruction in the biopsychology and applied psychology of exercise and health behaviors. The neurological basis of learning as it is integrated into the learning of behaviors will be emphasized within the context of individual characteristics, motivation, psychological interventions, and social processes that influence exercise and health behaviors. Prereq.:EXSC Graduate standing or consent of instructor.

EXSC-425 Exercise and Environmental Physiology, 3 cr. The course provides instruction on how the human body functions in stressful environments, and how these environments may alter human performance. Specifically, the effect of heat/humidity, cold/wind-chill, depth, altitude, and air pollution on the physiology of the resting and exercising human body will be discussed. Prereq: EXSC graduate standing and EXSC-402, or instructor consent.

EXSC-426 Growth, Maturation, and Performance, 3 cr. The course provides instruction on the biological growth and maturation processes, the effects of physical activity on child and adolescent growth, and the physical performance ability variations seen throughout growth and maturation. Included will discussions on the age-/gender-variations in growth and performance, the factors regulating/ influencing growth, maturation and performance, the chronic disease and injury risk factors in children, and other critical issues that must be considered when dealing with physical performance in children and adolescents. Prereq: EXSC graduate standing, EXSC402, EXSC-405, and HPERA-EXSC-421, or instructor consent.

EXSC-427 Competitive Performance in the Disabled, 3 cr. The course provides instruction on the history, current status, and future directions of disability sport within our society. Specific discussions will include

the psychosocial and medical issues that must be considered when working with the physically active disabled, and the existing sports, sport modifications, participation opportunities, and participation barriers for individuals with performance-altering impairments. Prereq: EXSC graduate standing or instructor consent.

EXSC-428 Female-Specific Performance Issues, 3 cr. The course provides instruction on critical medical, physiological, psychosocial , and behavioral issues for the physically active female from pre-pubescence through maturity. The female-specific topics to be discussed relative to exercise and performance include physiology, potential injury risks, physical and hormonal variations, health issues, activity and aging, exercise training prescription, substance abuse, eating disorders, and the psychosocial attitudes towards the athletic female. Prereq: EXSC graduate standing, EXSC-402 and HPERA-EXSC-405, or instructor consent.

EXSC-430 Internship, 3 cr. The course provides students the opportunity to gain practical exercise science (e.g., fitness, wellness, or human performance) career experience in corporate, commercial, institutional, community, educational, rehabilitative or research settings. Prereq: EXSC graduate standing and instructor consent.

EXSC-431 Independent Study/Research, 3 cr. The course affords students the opportunity to conduct an independent experimental, descriptive, analytical, or qualitative research project within the exercise sciences. The credit hours can also be used for faculty-monitored learning of advanced laboratory methodology not covered in the current curriculum. Planning of the proposed research project or independent study must be supervised and approved by an EXSC faculty member prior to course enrollment approval. Submission of a written report of the completed research project or independent study will be required for all students. Prereq: EXSC graduate standing EXSC-403, and instructor consent.

EXSC-432 Thesis Research, 6 cr. For those students selecting the Thesis Option for the Master of Science in Exercise Science degree, the course provides faculty guidance in the areas of research question development, research design, data analyses, data interpretation, written research presentation, and oral research presentation. Prereq: EXSC-403, M.S. in Exercise Science candidacy, and instructor consent.

EXSC-433 Performance-Related Injury Management, 3 cr. The course provides instruction in the prevention and management of injuries related to human performance. The topics discussed include an overview of the athletic training profession, techniques for injury risk management, the pathology of injury, various injury management skills (e.g., psychosocial intervention, injury evaluation/emergency care, therapeutic modalities, exercise rehabilitation, and pharmacology), and an overview of the evaluation, care, and rehabilitation of various specific performance-related injuries. Prereq: EXSC graduate standing, EXSC-402, and EXSC-405, or instructor consent.

EXSC-434 Physiology of Aging and Physical Activity, 3 cr. The course provides instruction in the theories of the aging process and the age-related changes in the functioning of various physiological systems. Specifically, the age-related changes in bioenergetics, work capacity/efficiency, cardiopulmonary function, muscular strength/endurance, motor control, motor performance, and psychosocial functioning, among other variables, are discussed. Additionally, the potential role of physical activity and exercise in the alteration of these age-related changes, quality of life indices, functional capacity, and productivity in the elderly will be presented. Prereq: EXSC graduate standing and EXSC-402, or instructor consent.

EXSC-435 Theory and Methodology of Coaching, 3 cr. The course provides instruction on the theories and methodologies of sport coaching. Specific emphasis will be placed on the planning, implementation and assessment aspects of coaching, including the philosophical foundations of coaching, technical and tactical coaching principles and player assessment strategies.

Health Education

HLED-101 Cardiopulmonary Resuscitation and First Aid, 1 cr. American Red Cross standard course in first aid and CPR.

HLED-103 Community Health, 3 cr. 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.
HLED-212 Consumer Health, 3 cr. 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.
HLED 302 Health Education Clinical Experience, 3 cr. Field work in health, physical education, or recreation. Preparation of a paper on the nature of the student's work, objectives, and experiences.
HLED-303 Sex Education, 3 cr. Emphasis upon human reproduction, family life, marriage, and parenting problems. Instructional methods and materials for educators are presented.
HLED-304 The Organization and Administration of the School Health Program, 3 cr. Organization of school health programs and administrative policies related to school health services, school health instruction, and healthful school living. Prereq.: HLED 303 and HLED 309 and HLED 345
HLED-305 Health Education for the Middle and High School, 3 cr. 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. Prereq: HLED 303, HLED 309, and HLED 345; and SCED 301 OR ELED 311 OR consent of instructor
HLED-307 Human Diseases, 3 cr. 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. Prereq: PEMT 305
HLED-308 Principles of Individual Health Practices, 3 cr. Independent study of a health problem in depth. Arrangement of subject, research, and follow-up with instructor. Prereq.: Prereq: HLED 303, HLED 309 and HLED 345
HLED-309 Nutrition and Health, 3 cr. The course focuses on current concepts of nutrition and the integration of these concepts into human health. Emphasis is on the practical application of current nutritional information to the prevention of heart disease, diabetes, cancer, osteoporosis, and Alzheimer's through weight control, selection of foods, and exercise. Prior undergraduate coursework in human biology, anatomy, and/or physiology is strongly recommended. Prereq: PEMT 305
HLED-312 Current Health Concepts, 3 cr. 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.
HLED-313 Health Program Planning, 3 cr. Prepares future health professionals in the methods and procedures of health education assessment and evaluation. Included are methods for monitoring the implementation of health education programs, methods for assessing the impact and effectiveness of such programs, and methods for developing valid and reliable health education measures. Prereq: Health Education major, minor, or pre-major.
HLED-314 Principles of Epidemiology in Health Education, 3 cr. Presents principles and practices related to the cause, prevention, and control of disease. Emphasis is placed on understanding the occurrence and distribution of disease, epidemiologic models, risk factors and relative risk for disease, incidence and prevalence rates, and descriptive and analytic epidemiological studies. Additional emphasis is placed on the application of epidemiologic data to primary, secondary, and tertiary prevention.
HLED-316 Health Disparities: Individuals, Communities, and Systems, 3 cr. This course provides students with theoretical applications to conduct research and identify interventions to reduce health disparities. Content focuses on how health disparities are defined, their prevalence, why and among whom they exist, issues and methods of measurement, and approaches to addressing them including community-based participatory research. While racial/ethnic disparities in health and health care will be an important focus

of the course, disparities among other subgroups will be included (e.g. gender, geographic, environmental, SES, social and behavioral risk factors). An inquiry-based learning project and conference proposal will integrate what is learned through lectures, in-class activities, guest speakers, and readings. Prereq: HLED-103 and 308.

HLED-342 Aging, Death, and Dying, 3cr. This course will provide students with an interdisciplinary understanding of the human experiences of aging, death and dying, focusing primarily on psychosocial, mental health, behavioral, and ethical issues. Students will examine the way individuals, communities, and societies perceive and manage the elderly and the issues surrounding the end of life. The causes and effects of attitudes towards these subjects will be explored as well as how these perceptions relate to health behavior.

HLED-345 Drug Education, 3 cr. The course covers the CNS functions and the neurophysiology of learned behavior and drug addiction and the biological and social health consequences of drug use and abuse, Mechanisms of drug actions and their physiological and toxic/biochemical effects are emphasized and how these responses interact to affect the health of the individual and society. Prior undergraduate coursework in human biology, anatomy, and/or physiology is strongly recommended. Prereq: PEMT 305

HLED-350 Health Program Needs Assessment, Planning, and Implementation, 3 cr. This course is part one of a two-part course series in which students plan an evidence-based community health program that addresses population needs. In this course, students will evaluate valid, reliable primary and secondary data and information to identify population needs and capacity for preventive health programs. Students will develop the mission statement, goals, and objectives for a preventive health program that addresses a specific health need for a selected population. This includes designing a theory-driven health education intervention and impact evaluation. Students also will gain skills in using technology to support learning, reflection, communication, and collaboration. Prereq.: HLED 308 Minimum Grade C and PEMT 315 Minimum Grade C

HLED-360 Health Program Administration, Marketing, and Evaluation, 3 cr. This course is part two of a two-part course series in which students plan an evidence-based community health program that addresses population needs through evidence-based interventions. In this course, students develop skills to manage a health program via fiscal, capital, and human resource planning. This includes identifying stakeholders and community partners. Also, students design a marketing plan and intervention to promote their program and advocate for a target audience. Additionally, they practice program evaluation and research design. Finally, students prepare a professional development plan. Use of technology to support learning, reflection, communication, and collaboration is foundational to the course. Prereq.: HLED 350 Minimum Grade C

HLED-370 Field Experience: Community Health, 9 cr. The 200-hour community health field experience affords students the opportunity to integrate concepts and skills, learned in the curriculum, while immersed in a community and public health setting. A weekly seminar provides interns a forum to debrief field experiences, learn about the profession, and prepare for a job search. Completion of performance-based assessments aligned with the CHES (Community Health Education Specialist) competencies support the development of a professional portfolio. Guided activities support those seeking to sit for the CHES exam. Prereq.: HLED 360 with C or higher OR Concurrent Registration in HLED 360.

Physical Education Major Activity

PEMA-152 Judo and Self-Defense, 1 cr. 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.

PEMA-161 Badminton, 1 cr. Introduction to basic skills: clear shots, serves, drop shots, smashes, offensive and defensive strategies. Rules, singles and doubles; tournaments.

PEMA-162 Bowling, 1 cr. Theory and practice; rules, regulations, skill practice, tournament play and handicapping, and coaching.
PEMA-163 Golf, 1 cr. Instruction designed for beginning and experienced golfers in proper use of woods; long, middle, and short iron shots; putting, and specialty shots. Etiquette and rules of golf; visitations to driving range and golf course.
PEMA-165 Tennis, 1 cr. 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.
PEMA-166 Recreational Games, 1 cr. Choosing, teaching, and organizing informal recreational activities, including non-traditional, creative activities, sedentary, competitive and cooperative play situations.
PEMA-171 Softball, 1 cr. Emphasis on basic softball skills, team offensive and defensive strategies, rules, interpretations, and umpiring mechanics with practical umpiring experience during games.
PEMA-172 Basketball, 1 cr. 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.
PEMA-173 Volleyball, 1 cr. Basic instruction in power volleyball skills; serving, passing, spiking. Offensive and defensive team play, rules, strategies, and tournaments.
PEMA-203 Weight Training, 2 cr. 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.
PEMA-204 Weight Training—Variable Resistance Method, 2 cr. 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.
PEMA-231 Individual and Dual Sports, 3cr. Analysis of sports skills used in common individual and dual activities. Organization and sequencing of skills, practice sessions, lead-up activities and drills as well as rules, strategies, tournaments and safety concerns will be addressed.
PEMA-250 Judo and Self-Defense; Intermediate, 1 cr. 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. Prereq.: PEMA-152 or consent of instructor.
PEMA-252 Folk, Round, and Square Dance, 1 cr. Development of knowledge and skill in folk, national and square dances, experience in square dance calling, and methods of class organization and teaching.
PEMA-253 Social Dance and Latin American Rhythms, 1 cr. Practice in basic patterns and routines of ballroom dances, developing a finer sense of rhythm, greater adeptness, comprehension, and opportunity to design routines.
PEMA-265 Intermediate Tennis, 2 cr. Review of the forehand and backhand ground strokes, the flat serve, basic strategy, rules and etiquette. 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. Prereq.: PEMA-165 or consent of instructor.
PEMA-276 Team Sports, 3 cr. Theory, skill and practice in common sports with emphasis on lead-up games and drills. Skill analysis, lessons and focused practice as well as team play tournaments and safety measures will be covered.
PEMA-332 Yoga: Philosophy and Practice, 3 cr. Introduction to the philosophy and practice of yoga. The philosophical view will be based on Patanjali's yoga system. In addition, proper breathing techniques, nutrition, positive thinking, relaxation, concentration and stress management will be covered.
PEMA-344 Foundations of Physical Education for Secondary and Middle Schools, 3 cr. 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 hours of clinical experience; covers H.B.

Physical Education Major Theory

PEMT-151 Fundamentals of Rhythms, 3 cr. 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.

PEMT-201 Principles and Methods in Physical Education, 3 cr. 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.

PEMT-202 Tests and Measurements in Physical Education, 3 cr. 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. Lecture and lab.

PEMT-203 Field Experiences, 3 cr. Field work in health, physical education, or recreation. Preparation of a paper on the nature of the student's work, objectives, and experiences. Prereq.: consent of instructor.

PEMT-206 Sport and Physical Education in Contemporary Society, 3 cr. Course investigates the functions and dysfunctions of physical education and sport as a social entity. Examines the impact of physical education and sport on society and its institutions.

PEMT-220 Introduction to Adventure Education, 3 cr. 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. A weekend outdoor trip is required.

PEMT-293 Scientific Foundations of Motor Learning, 3 cr. The course introduces the student to the behavioral concepts related to learning motor skills and to the inferred underlying processes that result in these behaviors. As a result, the student will acquire a theoretical basis for developing effective motor skill teaching strategies.

PEMT-302 Kinesiology, 3 cr. 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. Lecture and laboratory. Prereq.: PEMT-305 or equivalent.

PEMT-303 Adapted Physical Education and Recreation, 3 cr. 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.

PEMT-305 Functional Human Anatomy, 4 cr. A gross study of all organ systems of the human body and their structural relationships. A unique experiential approach to Anatomy including a "dry" lab with lifelike models.

PEMT-306 Physiology of Exercise, 3 cr. The course provides instruction in How the musculoskeletal, neuroendocrine, cardiovascular, and respiratory systems of the human body function to allow the performance of physical activity and exercise, and how these physiological systems respond to both acute and chronic exercise training. Lecture and laboratory. Prereq.: PEMT-305 or equivalent.

PEMT-311 Coaching and Team Management— High School, 3 cr. 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 hours of clinical experience.

PEMT-316 WIP: Writing in the Health, Physical Education, Recreation and Athletic Professions, 3 cr. This course is a writing intensive experience, offering students the opportunity to develop written communication skills in their profession. Topics include evaluating sources of information, conducting a annotated bibliography using library databases, citing references using APA format, ethical use of resources, utilizing a multi-step writing process, summarizing communications, building a persuasive argument, proposing a solution to a problem, and explaining a phenomenon. Exercises include developing press releases, memo, article critiques, newsletter articles, a grant application, resume, and cover letter in application for a job.
PEMT-341 Organization and Management of Physical Education Classes, 3 cr. 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 80 hours of clinical experience.
PEMT-342 Pro-Seminar in Health, Physical Education, and Recreation, 3 cr. Intensive studies in contemporary areas of health, physical education and recreation. Prereq.: consent of instructor.
PEMT-343 Foundations of Physical Education for Elementary Schools, 3 cr. 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 hours of clinical experience. Prereq.: consent of instructor.
PEMT-351 Independent Study in Physical Education, 1 cr. Special project of the student's choosing relating to some facet of physical education. Prereq.: consent of instructor.
PEMT-361 Aerobics and Cardiovascular Fitness, 2 cr. An analysis of the factors and exercises essential to cardiovascular fitness. Emphasis upon the development of a personal aerobics exercise program.
PEMT-372 Adventure Education Curriculum Design: An Interdisciplinary Application, 3 cr. 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.

LITERACY EDUCATION

JoAnne Vazzano, Ph.D., Associate Professor, Chair
Louise Bohr, Ph.D., Professor
Christina Madda, Ph.D., Assistant Professor
April Nauman, Ph.D., Professor
Janet L. Pariza, Ed.D., Professor

MASTER OF ARTS in LITERACY EDUCATION

The Department of Literacy Education offers three strands of graduate work leading to K-12 Reading Specialist/Literacy Coach Endorsement, Reading Teacher Endorsement for Elementary Grades, or Reading Teacher Endorsement for Secondary Grades, all designed to meet the urgent need for informed and trained instructional leaders in literacy education. The specific objectives of the programs are: to increase candidates' knowledge of the nature and scope of literacy processes; to advance professional growth in the teaching of literacy; to provide specialized training in assessment and intervention for students who struggle with reading and writing; to prepare candidates for leadership in literacy instructional planning, curriculum development, and professional support. Please visit the Department of Literacy Education website at www. neiu.edu/academics/college-of-education/departments/literacy-education.

Requirements for Admission to the Program:
For students admitted to graduate programs after Fall 1997, all graduate credits must be at the 400 level or above.

Students must meet the requirement for admission to the Graduate College.

Additional Requirements for Admission to the Graduate Program in Literacy Education

For admission to the Graduate Program in Literacy Education leading to Reading Teacher Endorsement at the Elementary or Secondary Level, candidates must provide evidence of:

- A current Illinois professional educator license endorsed for teaching
- Successful completion of a course in educational psychology
- A minimum grade point average of 2.75 in undergraduate work with a minimum grade point average of 3.0 in the education major coursework
- Successful completion of the Illinois Licensure Testing System Test of Basic Skills or the Test of Academic Proficiency
- Submission of a written essay focused on professional experiences and goals

In addition, candidates for admission to the Master of Arts Degree in Literacy Education leading to a Reading Specialist/Literacy Coaching Endorsement must present evidence of a minimum of one year full-time teaching experience as the teacher of record. The Illinois State Board of Education requires a minim of two year's teaching experience as teacher of record to qualify for Reading Specialist (K-12) endorsement.

Expectations
All students participating in courses offered by the Department of Literacy Education are expected to adhere to the standards for academic conduct described in the Northeastern Illinois University Academic Catalog as well as the Northeastern Illinois University Student Handbook.

Candidates for the Reading Specialist/Literacy Coach endorsement and for Reading Teacher Endorsements are further expected to adhere to the behaviors described in the Ethics Statement published by the International Reading Association.

Requirements for the Master of Arts Degree in Literacy Education leading to the Reading Specialist/Literacy Coach (K-12) Endorsement Program.

The Reading Specialist/Literacy Coaching Program consists of the following requirements:

LTCY 501 Literacy Instruction in Elementary Grades	3 cr.
LTCY 502 Literacy Instruction in Content Areas in Secondary Grades	3 cr.
LTCY 503 Theoretical Foundations of Literacy Education	3 cr.
LTCY 504 Literature for Instruction in a Diverse Society	3 cr.
Candidates select one of the following writing courses:	
LTCY 505 Writing Instruction in Elementary Grades	3 cr.
OR	
LTCY 506 Writing Instruction in Middle and High Schools	3 cr.
LTCY 507 Literacy Assessment and Instructional Planning	3 cr.

(Prerequisites for Literacy Specialists: 501, 502, 504, and 505 or 506)
*Requires departmental approval

*Benchmark Evaluation prior to LTCY 507
Candidates must be authorized to register for LTCY507 Must have:

- Must have completed LTCY 501, LTCY 502, LTCY 504 and either LTCY 505 or LTCY 506
- Minimum GPA of 3.25
- Must declare whether candidate for endorsement or reading specialist
- Must have completed key assessments from LTCY 504 with results at the *Acceptable* or above.
- Must have one faculty evaluation of professional dispositions
- Must have submitted one self evaluation of professional dispositions

Capstone Courses:

LTCY 508 Practicum in Literacy Assessment and Intervention: Elementary Level 3 cr.
Prerequisite: LTCY 507
Must submit Professional Experience Form
Must be authorized to register
Successful completion of Reading Specialist Test, #176, administered by the Illinois Licensure Testing System prior to completion of course

LTCY 510 Practicum in Literacy Assessment and Intervention: Secondary Level 3 cr.
Prerequisite: LTCY 507
Must submit Professional Experience Form
Must be authorized to register
Successful completion of Reading Specialist Test, #176, administered by the Illinois Licensure Testing System prior to completion of course

LTCY 511 Research Seminar in Literacy 3 cr.
Prerequisite: LTCY 503 and LTCY 507

LTCY 512 Leadership in Literacy Instruction 3 cr.
Prerequisite: LTCY 507

Candidates select one of the following courses as an elective:

LTCY 513 Literacy Instruction in Middle Grades 3 cr.
LTCY 514 Literacy Instruction for Culturally and Linguistically Diverse Students 3 cr.
OR
LTCY 515 Technology Integration in Literacy Instruction 3 cr.

Total 33 cr.

Final Evaluation for Reading Specialist/Literacy Coaching Program
Students register for final evaluation in the semester before they plan to graduate

The Final Evaluation for the Master of Arts Degree in Literacy Education includes:

- Minimum grade point average of 3.0
- One Self Evaluation of Professional Dispositions.
- One Faculty Evaluation of Professional Dispositions from the Supervisor of the Clinical Practicum.
- Submission of the Reading Specialist/Literacy Coaching Program Survey.
- Successful completion of the Reading Specialist Test, #176 and the Assessment of Professional Teaching, K-12, #104, administered by the Illinois Licensure Testing System. Candidates must provide copies of the results of these tests to the department. All results must be from administrations of the tests within five years prior to the candidate's completion of the program and application for certification.

- Candidates admitted after Summer 2012 are required to submit key assessments from LTCY 503, LTCY 504. LTCY 507, LTCY 508, LTCY 510, LTCY 511, and LTCY 512 with results at an *Acceptable* level or above. Candidates admitted prior to Fall 2012 may submit electronic portfolios using the template designed to address the Standards for Reading Professionals established by the International Reading Association available on LiveText®.

Requirements for the Reading Teacher Endorsement Program: Elementary Level

LTCY 501 Literacy Instruction in Elementary Grades 3 cr.
LTCY 513 Literacy Instruction in Middle Grades 3 cr.
LTCY 504 Literature for Instruction in a Diverse Society 3 cr.
LTCY 505 Writing Instruction in Elementary Grades 3 cr.
LTCY 507 Literacy Assessment and Instructional Planning 3 cr.
(Prerequisites for Elementary Reading Endorsement: 501, 502, 504, and 505)
*Requires departmental approval

- Candidates must be authorized to register for LTCY507.
- Must have completed LTCY 501, LTCY 513, LTCY 504 and LTCY 505
- Must have a minimum GPA of 3.25
- Must declare whether candidate for endorsement or reading specialist
- Must have completed key assessment from LTCY 504 with results at an *Acceptable* level or above.
- Must have one faculty evaluation of professional dispositions
- Must have submitted one self evaluation of professional dispositions

LTCY 508 Practicum in Literacy Assessment and Intervention: Elementary Level 3 cr.
Prerequisite: LTCY 507
Must submit Professional Experience Form
Must be authorized to register
Successful completion of Reading Teacher Test, #177, administered by the Illinois Licensure Testing System prior to completion of course

LTCY 509 Practicum in Literacy Assessment and Intervention: Middle Level 3 cr.
Prerequisite: LTCY 507
Must submit Professional Experience Form
Must be authorized to register
Successful completion of Reading Teacher Test, #177, administered by the Illinois Licensure Testing System prior to completion of course

LTCY 512 Leadership in Literacy Instruction 3 cr.

Total 24 cr.

Final Evaluation for Reading Teacher Endorsement Program: Elementary Level

Students register for final evaluation in the semester before they plan to complete the program

The Final Evaluation for the Reading Teacher Endorsement Program: Elementary Level includes:

- Minimum grade point average of 3.0
- One Self Evaluation of Professional Dispositions.
- One Faculty Evaluation of Professional Dispositions from the Supervisor of the Clinical Practicum.
- Submission of the Reading Teacher Endorsement Program Survey
- Successful completion of the Reading Teacher Test, #177 and the Assessment of Professional Teaching, K-9, #102, administered by the Illinois Licensure Testing System. Candidates must provide copies of the results of these tests to the department. All results must be from

administrations of the tests within five years prior to the candidate's completion of the program and application for endorsement.

- Candidates are required to submit key assessments from LTCY 504, LTCY 507, LTCY 508, LTCY 509, and LTCY 512 with minimum scores of 80%.

Requirements for the Reading Teacher Endorsement Program: Secondary Level

LTCY 502 Literacy Instruction in Secondary Grades 3 cr.
LTCY 513 Literacy Instruction in Middle Grades 3 cr.
LTCY 504 Literature for Instruction in a Diverse Society 3 cr.
LTCY 506 Writing Instruction in Middle and High Schools 3 cr.
LTCY 507 Literacy Assessment and Instructional Planning 3 cr.
(Prerequisites for Secondary Reading Endorsement: 501, 502, 504, and 505)
*Requires departmental approval
*Benchmark Evaluation prior to LTCY 507

- Candidates must be authorized to register for LTCY507. Must have:
- Must have completed LTCY 502, LTCY 513, LTCY 504 and LTCY 506
- Minimum GPA of 3.25
- Must declare candidacy for Reading Teacher Endorsement or Reading Specialist/Literacy Coach programs.
- Must have completed key assessment from LTCY 504 with results at an *Acceptable* level or above.
- Must have two faculty evaluations of professional dispositions
- Must have submitted one self evaluation of professional dispositions

LTCY 509 Practicum in Literacy Assessment and Intervention: Middle Level 3 cr.
Prerequisite: LTCY 507
Must submit Professional Experience Form
Must be authorized to register
Successful completion of Reading Specialist Test, #177, administered by the Illinois Licensure Testing System

LTCY 510 Practicum in Literacy Assessment and Intervention: Secondary Level 3 cr.
Prerequisite: LTCY 507
Must submit Professional Experience Form
Must be authorized to register
Successful completion of Reading Specialist Test, #177, administered by the Illinois Licensure Testing System

LTCY 512 Leadership in Literacy Instruction 3 cr.
Prerequisite Total 24 cr.

Final Evaluation for Reading Teacher Endorsement Program: Secondary Level
Students register for final evaluation in the semester before they plan to complete the program. The Final Evaluation for the Reading Teacher Endorsement Program: Secondary Level includes:

- Minimum grade point average of 3.0
- Two Self Evaluations of Professional Dispositions. One Self Evaluation is submitted as a Benchmark requirement for authorization to register for LTCY 507; the second is submitted upon completion of the program.
- Two Faculty Evaluations of Professional Dispositions from the Benchmark requirements for LTCY 507 and one Faculty Evaluation of Professional Dispositions from the Supervisor of the Clinical Practicum.

- Submission of the Reading Teacher Endorsement Program Survey
- Successful completion of the Reading Teacher Test, #177 and the Assessment of Professional Teaching, 6-12, #103, administered by the Illinois Licensure Testing System. Candidates must provide copies of the results of these tests to the department. All results must be from administrations of the tests within five years prior to the candidate's completion of the program and application for endorsement.
- Cumulative Final Evaluation

Candidates are required to submit key assessments from LTCY 504, LTCY 507, LTCY 509, LTCY 510, and LTCY 512 with results at an *Acceptable* or above.

COURSE OFFERINGS

LTCY-301 Literacy Instruction in Middle and Senior High Schools, 3 cr. Designed to explore pedagogy and issues involved in teaching literacy at the middle and senior high school levels. Emphasis is on developing instructional strategies to support reading and writing in the content areas. Includes assessment of reading and writing, understanding the relationships between literacy and learning in content areas, and instructional practices to support comprehension of materials. Prereq.: junior standing.

LTCY-311 Fundamentals of Literacy Instruction in Elementary Schools, 3 cr. Designed to introduce the teaching of reading and writing, including its nature, objectives, programs, materials, and organizational patterns. Development and assessment of reading, provision for literacy growth among all learners, and supporting literacy in content areas are also included. Prereq.: junior standing.

LTCY-402 Issues in Literacy Instruction in Elementary Grades, 3 cr. Designed to address selected issues in literacy instruction related to pedagogy, assessment, kinds of literacy programs, and innovations and trends of literacy instruction. Includes topics of leveling, literacy in content areas, and needs of diverse groups of learners.

LTCY-440 Literacy for Middle School Professionals, 3 cr. Designed to provide an understanding of the philosophy, structure, content areas, and students in a middle schools setting. Addresses the issues, research and instructional practices associated with fostering mature reading and writing with middle school students.

LTCY-501 Literacy Instruction in Elementary Grades, 3 cr. Designed to help candidates understand the components that comprise a balanced, comprehensive approach to the development of literacy. Includes reading acquisition and early literacy as well as the continued development of literacy learning in a diverse society through the elementary grades. Addresses advanced methods and the use of materials, including traditional print and digital media. Prerequisite: Admission to a program in Literacy Education.

LTCY-502 Literacy Instruction in Content Areas in Secondary Grades, 3 cr. Designed to help candidates understand the components of advanced literacy development. Emphasizes instructional approaches to foster literacy development in middle and high school levels in a diverse society, with a focus on literacy in the content areas. Includes advanced methods and the use of materials from traditional print as well as digital media. Addresses the development of specialize vocabulary needed in content areas. Prereq.: Admission to a program in Literacy Education.

LTCY-503 Theoretical Foundations of Literacy Education, 3 cr. Designed to guide candidates in an exploration of the historically shared knowledge of the literacy education profession and changes over time in the perceptions of reading and writing development, processes, and components. Candidates develop an understanding of major theories and empirical research that describe the cognitive, linguistic, motivational, and socio-cultural foundations of reading and writing development, processes, and components. Prereq.: : LTCY 501, LTCY 502.

LTCY-504 Literature for Instruction in a Diverse Society, 3 cr. Designed to provide candidates with instructional approaches to use authentic literature as the foundation for literacy instruction. Addresses

the use of multicultural literature to meet the needs of a diverse student population. Prereq.: Two of the following courses: LTCY 501, LTCY 502, LTCY 513.

LTCY-505 Writing Instruction in Elementary Grades, 3 cr. Designed to provide candidates with instructional approaches to integrate reading and writing instruction effectively in kindergarten through grade 5. Prereq.: LTCY 501.

LTCY-506 Writing Instruction as Related to Reading in Middle and High Schools, 3 cr. Designed to provide candidates with instructional approaches to integrate reading and writing instruction effectively in middle- and secondary-level classrooms. Emphasizes the diverse structures and genres of writing in the content areas. Prereq.: LTCY 502 or LTCY 513.

LTCY-507 Literacy Assessment and Instructional Planning, 3 cr. Designed to guide candidates in the analysis and evaluation of assessment instruments used in assessing literacy. Includes the use of assessment for multiple purposes, particularly in using results to plan instruction for diverse groups of students. Emphasizes the use of assessment to diagnose the needs of students struggling in reading and writing and planning for interventional instruction. Prereq.: LTCY 504 and either LTCY 505 or LTCY 506. Requires department authorization.

LTCY-508 Practicum in Literacy Assessment and Intervention: Elementary Level, 3 cr. Designed to provide supervised clinical experience in assessing the literacy needs of students in grades K-5 who are struggling in reading and writing. Includes the development and implementation of plans for intervention as well as progress monitoring. Candidates work with individual students as well as collaboratively with small groups of students. Candidates also engage in collegial coaching. Includes a reflective seminar. Prereq.: LTCY 507. Successful completion of Reading Teacher Test, (#177) for Reading Teacher Endorsement; Successful completion of Reading Specialist Test,(#176) for Reading Specialist Type 10 Licensure Requires departmental authorization.

LTCY-509 Practicum in Literacy Assessment and Intervention: Middle Level, 3 cr. Designed to provide supervised clinical experience in assessing the literacy needs of students in grades 6-8 who are struggling in reading and writing. Includes the development and implementation of plans for intervention as well as progress monitoring. Candidates work with individual students as well as collaboratively with small groups of students. Candidates also engage in collegial coaching. Includes a reflective seminar. Prereq.: LTCY 507. Successful completion of Reading Teacher Test, (#177) for Reading Teacher Endorsement.

LTCY-510 Practicum in Literacy Assessment and Intervention: Secondary Level, 3 cr. Designed to provide supervised clinical experience in assessing the literacy needs of students in grades 6-12 who are struggling in reading and writing. Includes the development and implementation of plans for intervention as well as progress monitoring. Candidates work with individual students as well as collaboratively with small groups of students. Candidates also engage in collegial coaching. Includes a reflective seminar. Prereq.: LTCY 507 successful completion of Reading Teacher Test, (#177) for Reading Teacher Endorsement; Successful completion of Reading Specialist Test, (#176) for Reading Specialist Type 10 Licensure; requires departmental authorization.

LTCY-511 Research Seminar in Literacy, 3 cr. Designed to guide candidates through the collection and multi-phase analysis of assessment data to examine the effectiveness of specific, evidence-based intervention practices designed to meet the literacy needs of diverse student populations through the students' responses to instruction. Prereq.: LTCY 503 and LTCY 507.

LTCY-512 Leadership in Literacy Instruction, 3 cr. Designed to support candidates in design, facilitation, leadership, and evaluation of effective and differentiated literacy curricula and literate environments for diverse students, teachers, and schools, as well as professional development programs grounded in foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture. Prereq.: LTCY 507.

LTCY-513 Literacy Instruction in Middle Grades, 3 cr. Designed to address the components of advanced literacy development, with a focus on the specific needs of early adolescents. Emphasizes instructional

approaches to foster literacy development in middle school levels in a diverse society, with a focus on literacy in the content areas. Advanced methods and the use of materials from traditional print as well as digital media. Includes the development of specialized vocabulary needed in content areas. Prereq.: Admission to a Literacy Education program.

LTCY-514 Literacy Instruction for Culturally and Linguistically Diverse Learners, 3 cr. Designed to develop coaching and leadership strategies to support teachers in providing effective differentiated instruction and instructional materials, including traditional print, digital, and online resources that capitalize on diversity. Includes techniques for engaging the school community in conversations about research on diversity and how diversity impacts reading and writing development. Prereq.: One of the following courses or an equivalent: LTCY 501, LTCY 502, LTCY 513.

LTCY-515 Technology Integration in Literacy Instruction, 3 cr. Designed to guide participants in an in-depth analysis of the integration of technology and digital media with literacy instruction. Includes software selection, evaluation and usage for components of a balanced approach to literacy instruction in a diverse society. Addresses assistive technology, as well as the use of technology for literacy assessment. Prereq: One of the following courses or an equivalent: LTCY 501, LTCY 502, LTCY 513.

LTCY-516 Advanced Practicum in Literacy Education, 3 cr. Designed to provide candidates opportunities to explore innovative diagnostic, interventional, and instructional leadership or support practices in a clinical or on-site setting. Includes in-depth study of specific issues related to literacy learning, assessment, or literacy instructional support.

LTCY 521/522/523 Independent Study in Literacy Education, 1-3 cr. Candidates who have interests in specific literacy topics may be invited by individual faculty members to conduct independent studies. These topics may be related to areas of faculty research or they may be original research by candidates. Candidates must collaborate with faculty supervisors to develop proposals to submit for departmental approval. Credit for independent studies is awarded commensurate with the scope of the proposal and the commitment required of faculty members for supervision.

SPECIAL EDUCATION

Sandra Beyda-Lorie, Ph.D., Professor, Chair
Kathleen Brown, Ph.D., Associate Professor
Jolanta Jonak, Ed.D., Assistant Professor
Phyllis L. Le Dosquet, Ph.D., Associate Professor
Michele Kane, Ed.D., Associate Professor
Effie Kritikos, Ph.D., Professor
Mark Melton, Ed.D., Associate Professor
Gerardo Moreno, Ph.D., Associate Professor
Mickie Wong-Lo, Ph.D., Assistant Professor
David Yasutake, Ph.D., Professor

The Department of Special Education, located in an urban setting and with a diverse student population is unique because of its accessibility for non-traditional students. Our learning community is diverse in age, experience, and expertise, while we seek to expand our diversity in terms of ethnicity, socio-economic status and gender. Our teacher candidates are committed to improving the lives of individuals with special needs and their families. We serve undergraduate and graduate pre-service and in-service teachers pursuing advancement within the field from the Chicago metropolitan area.

The Department of Special Education at Northeastern Illinois University prepares reflective professionals who aim to transform the lives of individuals with exceptionality.

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.

Detailed information on all of our programs can be found on our website at www.neiu.edu/~specedu

UNDERGRADUATE PROGRAM

Major in Special Education for the Bachelor of Arts Degree

The major in Special Education is designed to meet state teacher licensure requirements by training students to be knowledgeable and skilled regarding the education of all school aged children and adolescents with disabilities. Majors are selected during October to begin studies during the following Spring semester. Majors progress through the program as a cohort. Most coursework is offered during daytime hours.

Requirements for the Degree:

The program is divided into three levels. Progress through each level is contingent upon the successful completion of both prescribed coursework and program benchmarks.

Coursework

Level I

Fall I (may be completed prior to acceptance into major)

EDFN 306-Education and Individual Differences-3 hours

Spring I

EDFN 307-Psychology of Instruction and Learning-3 hours
SCED 311-School Curriculum-3 hours
SPED 371-WIP -Foundations of Special Education- 3 hours
SPED 372-The Development and Characteristics of Children and Youth with Exceptional Learning Needs-3 hours

Summer I

SPED 382 -Strategies for Differentiating Instruction for Students with Exceptional Learning Needs-3 hours
ELED 302-WIP Methods of Teaching Language Arts-3 hours

Level II

Fall II

SPED 383 -Informal Assessment and Progress Monitoring -3 hours
SPED 374 -Supervised Field Experience I - 3 hours
SPED 395-Technology and Special Education - 3 hours
ELED 310-Methods of Teaching Mathematics-Elementary School-3 hours

Spring II

SPED 384-Instructional Design for Individuals with Exceptional Learning Needs-3 hours
SPED 377-Supervised Field Experience II- 3 hours

LTCY 311-Fundamentals of Reading Instruction-3 hours
SPED 379-Managing Behaviors in the Classroom -3 hours

Summer II
SPED 376 -Teaching Learners with Moderate to Severe Disabilities-3 hours

Level III
Fall III
SPED 323 -Consultation and Collaboration in Special Education-3 hours
BLBC 340-Methods of Teaching Language and Culture Diverse Students- 3 hours
SPED 385- Community Partnership and Advocacy (2)
SPED 316- Addressing the Professional Development of the Special Educator (1 hour)
Choice of one:
SCED 305-Methods of Teaching Science-3 hours OR
SCED 306-Methods of Teaching Social Studies-3 hours

Level IV
Spring III
SPED 381-Student Teaching in Special Education-12 hours

Total hours: 72

Undergraduate Special Education Program Benchmarks
Students must complete all benchmarks for each level before allowed to progress to the next level.

Level 1
Successful completion of all coursework at this level and

A) Minimum overall GPA of 2.75
B) No more than two grades of "C" or less in professional sequence coursework (see Program Maintenance Criteria)
C) Acceptable or above ratings on all key program assessments and associated professional standards
D) Acceptable or above ratings on all diversity proficiencies and technology proficiencies
E) Acceptable or above evaluations of dispositions and professional behaviors
F) Professional sequence course retaken once if grade lower than "C" and if approved by department (see Program Maintenance Criteria)
G) Admission to the College of Education
H) Meeting all expectations and requirements set forth by the Clinical Experience and Student Teaching (CEST) Office

Level 2
Successful completion of all coursework at this level, all of the Level 1 criteria plus:

A) Passing score on the Learning Behavior Specialist (LBS) I state exam (#155) and the Special Education General Curriculum exam (#163)
B) Ability to meet standard for acceptable professional writing

Level 3
Successful completion of all coursework at this level, all of the Level 1 and 2 criteria plus:

A) Grade of "B" or above in student teaching

B) Completion of acceptable program portfolio
C) Candidates must pass the Assessment of Professional Teaching (APT) K-12 (#104) for program completion.
D) Beginning Fall 2015, candidates must pass the Teacher Performance Assessment (edTPA) for program completion.

Exit Requirements
Successful completion of Levels one through three.

GENERAL EDUCATION
In addition to the successful completion of the Special Education major and cognate, students must complete the general education requirements. Transfer students should meet with an advisor before registering for general education courses.

Students must complete NEIU General Education Program.

Additional Admission Requirements for Major:

ENGL-101 Writing I	3 cr.
(must receive a grade of "C" or higher)	
ENGL-102 Writing II	3 cr.
(must receive a grade of "C" or higher)	
CMTC-101 Foundations of Communications	
or	
CMTC-202 Voice and Diction	3 cr.
(must receive a grade of "C" or better)	
Mathematics College level math course	3 cr.
(must receive a grade of "C" or better)	

Minimum credit hours for degree: 120 credit hours.

Special Requirements
Admission to the Program Major
Prospective students apply for admission during Fall semester and must be fully admitted to the University at that time. Minimum admission requirements include:
1) Minimum GPA of 2.75 based on all undergraduate work. New students must have successfully completed 12 credit hours at NEIU with a 2.75 or greater GPA if their previous work falls below 2.75.
2) One of the following: A passing score on the ILTS- Test of Academic Proficiency (TAP), or a composite ACT Plus Writing score of 22 and a minimum 19 in combined English/writing, or a composite SAT score of 1030 and a minimum 450 in writing.
3) A spontaneous writing sample and/or interview required at the discretion of the Department.
4) A minimum of 20 hours working, volunteering or observing students with disabilities. Documentation must be on agency letterhead

Within one semester of admission, students must be admitted to the College of Education. See College of Education admission requirements in that section of the catalog. No more than two grades of "C" or less in professional sequence coursework is allowed. 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,

dependent on departmental review (see program maintenance criteria). If a student fails to get a "C" or better, the student will be dropped as a Special Education major.

All students must maintain a 2.75 GPA. To be entitled for licensure a student must earn a grade of "B" or better in Student Teaching. A 2.75 cumulative G.P.A. is required for graduation.

Program Maintenance Criteria
Students must maintain a minimum 2.75 grade point average every semester. Should the candidate's GPA fall below 2.75 in any semester or the cumulative GPA falls below 2.75, the student is allowed one semester to raise the GPA back to 2.75 or will be dismissed from the program. Education courses completed with a grade less than a "C" must be repeated and the candidate must earn a grade of "C" or above. Education courses refers to any NEIU courses with the following prefixes: EDFN, SPED, ELED, SCED, BLBC, or LTCY.

The candidate must obtain permission from the department's Professional Standards Committee to retake the education course for which a grade lower than "C" was earned.

No more than two grades of "C" are acceptable in professional sequence courses (i.e., any course required for the special education major). If the student earns more than two grades of "C" in professional sequences courses, the student must re-take those courses, no more than once, until grades of "B" or better are earned, or leave the program. The candidate must obtain permission from the department's Professional Standards Committee in order to retake these professional sequence courses.

Students may only repeat a course one time.

All coursework including the removal of incompletes must take place prior to student teaching.

Any course that has been repeated with a final (second) grade of "C," may not be repeated again.

Students must maintain acceptable ratings on all key program assessments in order to progress without interruption through their program. Students who do not meet an acceptable or above rating on any key program assessment must obtain permission from the Program Facilitator to retake the course in which a key program assessment is embedded or to revise the assessment, no more than one time, in order to meet an acceptable rating.

Students must receive acceptable evaluations of their dispositions and professional behaviors in order to progress without interruption through their program. Failing to demonstrate acceptable dispositions and professional behaviors may be grounds for program removal.

Transfer Students
Students transferring to Northeastern Illinois University must have a minimum 2.75 GPA based on a 4.0 system. If the transfer student's GPA is below 2.75, the student must establish a minimum Northeastern Illinois University GPA of 2.75 based upon 12 credit hours. All majors progress through the program within a cohort. The cohort model fosters professional development. For this reason transfer students must begin the major in January as part of an entering cohort. Advanced standing within the major is not provided.

GRADUATE PROGRAMS
Master of Arts in Special Education

There are three graduate programs in Special Education:
(1) the Master of Arts in Special Education; (2) the Master of Arts in Gifted Education; and (3) the Master of Science in Special Education (LBS II).

There are two sequences leading to the Master of Arts in Special Education: the first leads to the Illinois Professional Education License with LBS I endorsement, and the second is in Early Childhood Special Education (ECH SPED), which includes the coursework for the Illinois ECH SPED Approval. These graduate sequences provide candidates with experiences designed to develop knowledge and skills necessary to be an effective special educator.

The graduate of a Master's program sequence will be able to (1) design and implement programs for students with exceptional learning needs; (2) consult and collaborate with others on the needs of the students; and (3) analyze and make instructional decisions based on reliable assessments.

There is also a Focus Program in Special Education for licensed teachers only. This program leads to LBS I endorsement without a Master's degree.

Requirements for Admission to Both Master of Arts Degree Programs:
Students must fulfill the requirements for admission to the College of Graduate Studies and Research.

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 College of Graduate Studies and Research. 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.

Advisement
All students will be assigned an advisor. Students will plan their programs in consultation with their advisors.

Course Requirements for Master of Arts in Gifted Education
Prerequisite Course Requirements for Master of Arts in Gifted Education: Students must have a current teaching license.

GIFT 450 Psychology of Individuals Who are Gifted and Talented .....3 cr.
SPED 500 Research I: Critical Writing & Research in Special Education .....3 cr.
SPED 451 Creativity .....3 cr.
GIFT 454 Gifted Education Seminar: Teaching Gifted Students in the Inclusive Classroom ..... 3 cr.
GIFT 456 Parenting & Advocacy for Individuals Who are Gifted and Talented ..... 3 cr.
GIFT 462 Identifying and Providing for Underserved Gifted Students ..... 3 cr.
(Prerequisite: GIFT 450 or GIFT 454)
GIFT 458 Meeting Gifted Students' Social-Emotional Needs .....3 cr.
(Prerequisite: GIFT 450 or GIFT 454)
GIFT 453 Seminar in Curriculum Methods and Materials for the Gifted.....3 cr.
(Prerequisite: GIFT 450 or GIFT 454)
GIFT 452 Education of Individuals Who are Gifted and Talented.....3 cr.

(Prerequisite: GIFT 453)
GIFT 459 Field Demonstration in Gifted Education.....3 cr.
TOTAL 30 cr.

Course Requirements for Master of Arts Sequences in Special Education: Early Childhood Special Education

This is not a licensure program. In order to use this degree in public education, it must be attached to a valid IL Professional Educator License endorsed for either (a) standard early childhood (0 - grade 3) or (b) standard special pre-school - age 21 endorsed LBS I OR standard elementary and standard secondary endorsed LBS I.

SPED-502 Language and Cognition
or
ECED-408 Language Acquisition and Intervention Strategies for Teachers of Young Children 3 cr.
ECED-403 Early Childhood Assessment 3 cr.
ECED-410 Curriculum Development in Early Childhood Education 3 cr.
ECED-411A Practicum in Early Childhood Education 3 cr.
SPED-481 Principles of Diagnosis and Teaching the Child with Special Needs Aged Three to Six Years 3 cr.
SPED-482 Assessment and Intervention with Infants and Toddlers who are At-Risk or Handicapped 3 cr.
SPED-483 Working with Parents of Young Children with Special Needs 3 cr.
SPED-488 Practicum in Early Childhood Special Education 3 cr.
SPED-500 Research in Special Education 3 cr.
Three electives (must be selected in consultation with advisor 9 cr.
Subtotal 36 cr.

Comprehensive Examination: All ECH SPED students must successfully complete a comprehensive examination.

Course Requirements for Master of Arts in Special Education, First License
Student Requirements

Graduate students seeking their initial teaching license must complete the following 47-hour entitlement sequence as part of the requirement for the Learning Behavior Specialist I (LBS I) endorsement. In this program, students will be required to complete two field-based clinical experiences arranged by the department in addition to a full-time sixteen week student teaching experience in an approved school setting or an on campus site practicum for licensed teachers.

Admission Requirements

Prospective students apply for admission to the program through the College of Graduate Studies and Research.

1) Graduate students are admitted for Fall and Spring semesters.
2) Undergraduate degree.
3) Minimum undergraduate GPA of2.75 (4-point scale). Previous graduate credit is also taken into consideration, when appropriate.
4) One of the following current within ten years: A passing score on the ILTS-Test of Academic Proficiency (TAP), or a composite ACT Plus Writing score of 22, or a composite SAT score of 1030.

5) Spontaneous writing sample and/or interview at the discretion of the Department.

Graduate Program Maintenance Criteria

- Candidates must maintain acceptable ratings on all key program assessments in order to progress without interruption through their program. Candidates who do not meet an acceptable or above rating on any key program assessment must obtain permission from the Program Facilitator to retake the course in which a key program assessment is embedded or to revise the assessment, no more than one time, in order to meet an acceptable rating.
- Candidates must receive acceptable evaluations of their dispositions and professional behaviors in order to progress without interruption through their program.
- Candidates must maintain a GPA of 3.00 or above throughout the program. Earning a GPA below 3.00 in any semester will result in immediate removal from the program.
- A maximum of 2 grades of "C" is accepted. Earning a third grade of "C" or below will result in immediate removal from the program.
- Candidates must continue to meet the expectations set forth by the College of Graduate Studies and Research and College of Education.

Master of Arts in Special Education (LBS I) Program Sequence

Block I

SPED 500-Research I: Critical Writing & Research in Special Education	3 cr.
SPED 501-Development and Characteristics of Children and Youth with Disabilities	3 cr.
SPED 502-Development of Cognition, Learning and Language	3 cr.
SPED 503-The Historical, Philosophical and Legal Foundations of Special Education	3 cr.
SPED 504-Theories and Application of Assessment Practices in Special Education	4 cr.

Block II

LTCY 402-Issues in Reading Instruction	3 cr.
SPED 506-Assistive and Instructional Technology in Special Education	3 cr.
SPED 507-Internship 1: Assessing & Teaching Individuals with Mild to Moderate Disabilities	2 cr.
SPED 509- Methods I: Specialized Curriculum & Methods in Special Education	3 cr.

Block III

SPED 50S-Consultation & Collaboration: Special & General Education	3 cr.
SPED 508-Methods II: General Curriculum & Methods in Special Education (Prerequisite: SPED 509, LTCY 402, SPED 506)	3 cr.
SPED 511-Alternative Programming and Curriculum in Special Education	3 cr.
SPED 512-Internship II: Assessing and Teaching Individuals with Moderate to Severe Disabilities (Prerequisites: SPED 507, SPED 509)	2 cr.

Block IV

SPED 510-Strategies of Behavior Management	3 cr.
SPED 520-Assessment Lab -Applied Diagnostic Assessment (Prerequisite: Block I, II, and III)	2 cr.
SPED 516-Professional Development of the Special Educator (Prerequisites: Block I, II and III)	1 cr.

SPED 514-StudentTeaching in Special Education 3 cr.

(Prerequisites: All other LBS I coursework must be completed prior to student teaching. ICTS exams #155 and #163 must be passed prior to student teaching.) Key program assessments including ILTS Content-area tests [i.e., ILTS Content-area test: LBS I (#155), Special Education General Curriculum (Test#163)] must be passed prior to student teaching.

Total hours: 47

Additional Program Completion Requirements

Candidates must pass ICTs exam #104 for program completion. Beginning Fall 2015 candidates must also pass the Teacher Performance Assessment (edTPA) for program completion.

Program Benchmarks

Students must complete all benchmarks for each level before being allowed to progress to the next level. Students cannot obtain more than two grades of "C" in graduate work as per the College of Graduate Studies and Research Policy.

Level I

- Successful completion of Block I coursework.
- Minimum GPA of3.00
- Completion of any deficiencies for those students admitted conditionally
- Beginning student portfolio
- Demonstration of appropriate professional teaching behaviors and dispositions
- Passing key program assessments associated with level I

Level II

- Successful completion of Block II coursework.
- Minimum GPA of3.00
- Current student portfolio
- Grade of "B" or above in SPED 507
- Demonstration of appropriate professional teaching behaviors and dispositions
- Passing key program assessments associated with level II

Level III

- Successful completion of Block III coursework.
- Minimum GPA of3.00
- Current student portfolio
- Demonstration of appropriate professional teaching behaviors and dispositions
- Grade of “B" or above in SPED 512
- Passing key program assessments associated with level III
- Passing score on the ILTS Content Area Learning Behavior Specialist (LBS I) exam (#155) and the ILTS Special Education General Curriculum exam (#163)

Level IV

- Successful completion of Block IV coursework.
- Minimum GPA of3.00
- Completed student portfolio
- Demonstration of appropriate professional teaching behaviors and dispositions
- Passing key program assessments associated with level IV

- Grade of "B" or above in student teaching
- Passing the ILTS Assessment of Professional Teaching K-12 exam (#104) for program completion
- By Fall2015 passing the ILTS Teacher Performance Assessment (edTPA) for program completion

EXIT REQUIREMENTS
Successful completion of Blocks I-IV and corresponding level requirements, 47 hours.

LBS I-Focus Program in Special Education
Program's purpose:
In order to meet the needs of licensed teachers seeking endorsement in Special Education (SPED): Learning Behavior Specialist I (LBS I), the Department of Special Education is offering the LBS I Focus Program.

Admission requirements:
In order to be accepted into the program, candidates must first apply to the College of Graduate Studies and Research (www.neiu.edu/graduate-college/index.htrnl). Candidates must meet all conditions of the College of Graduate Studies and Research to be eligible for admission and retention in the program. In addition, candidates must hold a valid Illinois Professional Educator License (with endorsement in any of the following: elementary, early childhood or one content area in secondary education).

Program requirements and sequence:
- Upon entrance to the program: Candidates must schedule an academic consultation (in-person or online) with the Focus Program Advisor to develop a course sequence plan. The Focus Program Advisor will determine an appropriate course sequence plan based on the candidate's professional skills, experience, and academic history.

- Each candidate must complete a minimum of 21 hours at Northeastern (including an in- person practicum course). Courses in the Focus program are delivered either online or in person. Coursework will include:
  - SPED 501 (Characteristics)
  - SPED 504 (Principles of Assessment)
  - SPED 509 (Methods I)
  - SPED 510 (Methods III)
  - SPED 511 (Methods IV)
  - SPED 520 (Assessment Lab)
  - SPED 514B (Practicum)

  Additional courses may be added to the aforementioned sequence to meet any professional deficiencies presented by the candidate as determined by the Focus Program Advisor.

- All candidates must perform practicum work (SPED 514B) in the *William Itkin Children 's Service Center,* located on the Northeastern main campus. Prior to enrollment in SPED 514B, candidates must successfully pass the Illinois Licensure Testing System content tests, Learning Behavior Specialist I (#155) and Special Education General Curriculum (#163), and satisfactorily complete all requisite coursework. Candidates with a Type 03 or Type 09 endorsement must also pass the Assessment of Professional Teaching -Type 10 (#I 04) prior to completing the Focus program and initiating the endorsement application with the State of Illinois.

- Special note: Candidates holding an Illinois Professional Educator License interested in obtaining an emergency special education approval prior to completing the Focus program must enroll in SPED 404 (Survey of the Exceptional Child) and either SPED 501 or SPED 504, as this course combination would satisfy two of the four areas required by the State of Illinois for the approval (per 23 ILAC 226.810.b).

- Candidates must maintain the conditions set forth by the College of Graduate Studies and Research for retention in the program.

- Candidates must maintain a GPA of 3.0 or above throughout the program. Earning a GPA below 3.0 in any semester will result in immediate removal from the program.

- A maximum of two (2) grades of "C" is accepted. Earning a third grade of "C" or below will result in immediate removal from the program.

- Candidates must demonstrate satisfactory performance to the professional disposition standards. Failure to meet professional disposition standards will result in remediation, suspension, or removal from the program as determined by Department of Special Education faculty.

Applying the Focus Program to a Master's degree:
Candidates who have completed all of the requirements for the LBS I Focus program may complete the appropriate coursework necessary to earn a Learning Behavior Specialist II (LBS II) endorsement. Two LBS II endorsements on the Professional Education License paths are offered in the Department of Special Education. These include (a) Curriculum Adaptation Specialist (CAS) and (b) Behavior Intervention Specialist (BIC). Candidates interested in applying their LBS I Focus program coursework toward a Master's degree must submit a written statement to the Focus Program Advisor and the College of Graduate Studies and Research indicating their intention to begin LBS II coursework, and submit a change of program form to the Focus Program Advisor. The courses required for the LBS II (in either CAS or BIS) include five (5) courses plus an additional capstone experience course. To obtain an endorsement on the Professional Education License in either CAS or BIS, candidates must also pass the Illinois Licensure Testing System content test for the respective area.

Master of Science in Special Education (LBS II)
Candidates successfully completing the Master of Science in Special Education will be able to obtain an endorsement in the areas of Learning Behavior Specialist II (LBS II) Curriculum Adaptation Specialist (CAS) or Behavior Intervention Specialist (BIS) or both.

The three master's degree options are: (1) Combined Curriculum Adaptation Specialist (CAS) and Behavior Intervention Specialist (BIS) master's program, (2) CAS-only master's program, and (3) BIS-only master's program. The CAS core courses prepare candidates to work collaboratively with the general education program professionals to include students with disabilities. These courses focus on making adaptations and modifications to curriculum and instruction for individuals with special needs in inclusive classroom settings. The BIS core courses prepare candidates in assessment and intervention for students who exhibit emotional and/ or behavioral challenges in a variety of settings such as public schools, therapeutic day schools and alternative settings. The CAS and BIS core courses are embedded in three master's degree program options.

The Combined CAS-BIS Program option is a 30 credit hour program designed to provide advanced training in the areas of curriculum adaptations and behavior intervention for licensed special education teachers, holding an LBS I endorsement on the Professional Education License. It leads to preparation for an additional endorsement of Learning Behavior Specialist II in Curriculum Adaptation Specialist (CAS) and Behavior Intervention Specialist (BIS). For the combined CAS-BIS program, candidates will complete the following: the CAS core coursework and the BIS core coursework, plus a three semester hour capstone experience project.

The CAS-only option is a 30-hour masters level program designed to offer an endorsement in the CAS area only. Candidates will complete the following: the fifteen semester hour CAS core courses, plus four additional graduate electives (12 semester hours), and the capstone experience course (three semester hours).

The BIS-only option is a 30-hour masters level program designed to offer an endorsement in the BIS area only. Candidates will complete the following: the fifteen semester hour BIS core courses, plus four additional graduate electives (12 semester hours), and the capstone experience course (three semester hours).

Requirements for Admission to the Master of Science Degree Program:
Applicants must fulfill the requirements for admission to the Graduate College. In addition, applicants must hold an LBS I (or equivalent), Blind and Visually Impaired (or equivalent), Deaf/Hard of Hearing (or equivalent) or Speech-Language Pathology on a type 10 and have passed the ILTS Content Test for that certificate. They should have passed the Illinois Test of Basic skills (or equivalent) and the Assessment of Professional Teaching (APT) exam or equivalent. A spontaneous writing sample and department interview are required at the discretion of the Department.

Course Requirements for Master of Science in Special Education (LBS II)
Combined CAS-BIS Program/MS Option:

SPED-522 Foundations and Practices in Challenging Behaviors	3 cr.
SPED-523 Educational Assessment and Planning for Positive Behavior Management	3 cr.
SPED-521 Issues and Interventions for Individuals with Autism, PDD, and Low Incidence Disorders and Syndromes	3 cr.
SPED-519 Collaborative Relationships in Special Education	3 cr.
SPED-524 Practicum in Behavior Disorders (taken after BIS core courses)	3 cr.
SPED-526 Adaptations and Accommodations of Curriculum	3 cr.
SPED-527 Assessment and Intervention Strategies for Language-Based Disorders	3 cr.
SPED-525 Alternative Assessment and Test Accommodations	3 cr.
SPED-529 Practicum in Curriculum Adaptations (taken after CAS core courses)	3 cr.
SPED-530 Capstone Experience Project (taken after BIS and CAS core courses)	3 cr.
	Subtotal 30 cr.

CAS-Only Program/MS Option:

SPED-526 Adaptations and Accommodations of Curriculum	3 cr.
SPED-527 Assessment and Intervention Strategies for Language-Based Disorders	3 cr.

SPED-519 Collaborative Relationships in Special Education 3 cr.
SPED-525 Alternative Assessment and Test Accommodations 3 cr.
SPED-529 Practicum in Curriculum Adaptations 3 cr.
(taken after CAS core courses)
Four graduate elective courses
SPED-530 Capstone Experience Project (taken any time after CAS core courses plus at least 24 hours)
Subtotal 30 cr.

BIS-Only Program/MS Option:
SPED-522 Foundations and Practices in Challenging Behaviors 3 cr.
SPED-523 Educational Assessment and Planning for Positive Behavior Management 3 cr.
SPED-521 Issues and Interventions for Individuals with Autism, PDD, and
Low Incidence Disorders and Syndromes 3 cr.
SPED-519 Collaborative Relationships in Special Education 3 cr.
SPED-524 Practicum in Behavior Disorders 3 cr.
(taken after BIS core courses)
Four graduate elective courses
SPED-530 Capstone Experience Project (taken anytime after BIS core courses plus at least 24 hours)
Subtotal 30 cr.

There are three certificate-only options:

- Certificate-only LBS II CAS (15 hours)
- Certificate-only LBS II BIS (15 hours)
- Certificate-only LBS II CAS and BIS (25 hours)

Students take the core courses and the ICTS Content Test (LBS II CAS or BIS or both).

Program Retention Requirements:

- GPA 3.00
- Appropriate Professional Dispositions
- Maintain a current Program Portfolio
- Acceptable rating on applicable key program assessment

Program Exit Requirements:

- ICTS Content Test (LBS II CAS or BIS or both)
- Acceptable rating on all key assessments
- Successful rating on program portfolio
- Successful completion of all required electives
- Successful completion of the capstone experience project

COURSE OFFERINGS

SPED-301 Supervised Field Experience II, 3 cr. Clinical experience for graduate students: observation and participation in classes for individuals with disabilities; preschool—high school according to student's selected area of concentration. Designed to meet State of Illinois requirements for 100 hours of clinical experience. Prereq.: SPED-303, SPED-304 and consent of instructor.

SPED-316 Addressing the Professional Development of the Special Educator, 1 cr. Special Education 316 provides special education teacher candidates the opportunity to develop critical skills indicative of a prepared and highly qualified special educator. Candidates will demonstrate the foundational

development of cultural competency/reciprocity to work with students from culturally/linguistically diverse (CLD) backgrounds, articulate specific practices/policies regarding professional obligations (e.g., child protection laws, digital etiquette and safety, rights on intellectual property and fair use), discuss collaborative approaches in working with various members of the school/home/community, examine the significance of self-initiated, continuous professional development and improvement for all educators and provide evidence of meeting the professional competencies required of a beginning special educator. Prerequisites: All Bachelor of Arts in Special Education coursework (Block I and II) prior to student teaching.

SPED-323 Consultation and Collaboration in Special Education, 3 cr. This course is designed to foster effective communication skills in dealing with students, families, school professionals and outside agencies to build collaborative partnerships with an understanding of the roles of responsibilities of various stakeholders. Background, theory, and models of consultation and collaboration, co-teaching, pre-referral interventions and inclusion will be covered. Procedure for assuming leadership roles when planning and conducting collaborative meetings, parent participation and staff development will also be addressed. Prereq.: SPED-310, and SPED-320 or 330.

SPED-371 WIP: Foundations of Special Education, 3 cr. Presentation of the philosophical and historical foundations of the field of special education. Discussion of existing law, legal applications, current trends, practices, professional behavior and ethical considerations. Overview of methods of inquiry utilized by the profession. Development of professional writing skills used in the field of special education. This course meets the NEIU Writing Intensive requirement for majors in SPED. Prereq.: Special Ed major and ENGL-101 minimum grade of C.

SPED-372 The Development and Characteristics of Children and Youth with Exceptional Learning Needs, 3 cr. The development and characteristics of children and youth with exceptional learning needs is examined. Exceptionalities include but are not limited to Intellectual Disabilities, Learning Disabilities, Emotional and Behavior Disorders, ADD, Giftedness, Communication disorders, Physical Disabilities, Traumatic Brain Injury, Severe and Multiple Disabilities, Autism, Health Impairments, and Sensory impairments. Emphasis will be on understanding causes, theories and factors associated with the manifestation of various exceptional learning conditions.

SPED-374 Supervised Field Experience I, 3 cr. Students will be placed in a school setting, with supervision, to observe and help teach pupils with disabilities. Emphasis will be placed on higher incidence disabilities. Both primary and secondary school placements will be available. Prereq.: Completion of Level 1 of Special Education Major

SPED-376 Teaching Learners with Moderate to Severe Disabilities, 3 cr. This course addresses methodologies for teaching individuals with moderate to severe disabilities. Emphasis will be given to the basics of instructional design across the academic and social arena, including assessing and prioritizing skills for instruction, writing goals and objectives and using antecedent and consequence based instructional procedures. The special needs of students with communication deficits, severe cognitive, health and physical disabilities will be addressed. Prereq.: Completion of Level 1 of Special Education Major and SPED 373

SPED-377 Supervised Field Experience II, 3 cr. Candidates will be placed in a school setting, with supervision, to observe and help teach students with exceptional learning needs. Emphasis will be placed on assessment and the integration of technology appropriate for meeting the needs of diverse learners in the least restrictive environment. Prereq.: Completion of Level 1 of Special Education Major and SPED-373 & SPED-374

SPED-379 Managing Behaviors in the Classroom, 3 cr. The principles of behavior management will be explored. Topics will include managing student progress, classroom management, student interventions, improving social skills, aggressive behavior, and working with autistic behaviors. Prereq.: Completion of Level 1 of Special Education Major & SPED-372

SPED-381 Student Teaching in Special Education, 3 cr. Supervised classroom teaching experience combined with seminar discussions. Study of the school as a social unit; classroom management; the teacher's personal qualities; culture and personality dynamics; educational technology; parent relationships; diagnosis; suggested teaching techniques and curriculum organization. Prereq.: Completion of Level 2 of Special Education Major.

SPED-382 Strategies for Differentiating Instruction for Students with Exceptional Learning Needs, 3 cr. This course focuses on evidence-based instructional strategies appropriate for individuals with disabilities who access the general education curriculum. Specialized strategies to build initial acquisition of knowledge and skills in the areas of reading, spoken and written language, mathematics, social/emotional development, and study skills will be addressed, as well as techniques across the curriculum that enable meaningful inclusion of individuals with a range of abilities. Emphasis will also be given to the development and planning of the individualized educational program (IEP).

SPED-384 Instructional Design for Individuals with Exceptional Learning Needs, 3 cr. This course focuses on establishing an evidence-based framework for instructional planning appropriate for individuals with exceptional learning needs and grounded in the community assets and real life issues of the learner. Content will address critical features of instructional design including the impact of various cognitive processes and diversity characteristics that impact student learning. Emphasis will be on the developing short-and long-term objectives in an instructional sequence that supports learners' academic and social/emotional learning as well as language/communication needs.

SPED-385 Community Partnership and Advocacy, 2 cr. This course provides undergraduate candidates the opportunity to work collaboratively with peers and community partners to identify needs in Chicago and area communities through service learning projects. Candidates will examine key components in the development of effective community partnerships and the cultivation of advocacy/ leadership skills on behalf of students with exceptionalities. Candidates will engage in establishing partnerships among private and/or public organizations for the purposes of evaluating and improving the family-school-community relationship.

SPED-395 Technology and Special Education, 3 cr. A study of administrative, assistive, and instructional technology applications in the field of special education. Review of research in the field, and the identification of State and National resources for teachers. Applications studied include: Office Suites, Adaptive technologies, Hypermedia authoring systems, and the Internet as a teaching resource. Prereq.: Completion of Level 1 of Special Education Major, SPED-372, SPED-375 & SPED-378

SPED-400 Vocational/Career Planning for Adolescents with Disabilities, 3 cr. 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. Prereq.: graduate standing and SPED-404 or consent of instructor.

SPED-402 Counseling Strategies in Special Education, 3 cr. 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. Prereq.: graduate standing.

SPED-403 Assessment of Adolescents with Disabilities, 3 cr. The course will focus on techniques for the administration and interpretation of formal and informal assessment devices for the adolescents with disabilities. Prereq.: SPED-409 and SPED- 404 or equivalent.

SPED-404 Survey of the Field of Special Education, 3cr. Review of the legal, psychological, sociological, and educational aspects of the lives of children and youth with disabilities including the learning disabled. For students needing 100 hours of clinical experience arrangements will be made through SPED-404. Prereq.: graduate standing.

SPED-405 Educational Planning for Adolescents with Disabilities, 3 cr. 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-404.
SPED-406 Adolescents with Disabilities: Educational Principles and Theories, 3 cr. Introduction to the field of educating adolescents with disabilities. Review of adolescent psychology, study of characteristics of adolescents with disabilities, and current issues in the field. Prereq.: SPED-404 and SPED-409 or equivalent.
SPED-407 Seminar: Educating the Adolescent with Disabilities, 3 cr. Develop skills to critically evaluate professional literature, study research in the field. Prereq.: SPED-400, SPED-403, SPED-405 and SPED-406.
SPED-408 Practicum in Educating Adolescents with Disabilities, 3 cr. The student will be exposed to a variety of hands-on experiences with adolescents disabilities. The experience will include exposure to adolescents with a variety of disabilities 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. Prereq.: admission to candidacy, SPED-404, SPED-403 and SPED-405.
SPED-409 Educational and Psychological Assessment and Evaluation in Special Education, 3 cr. This course provides teachers, administrators and other professional educational support personnel with an in-depth understanding of the principles of test construction, basic statistical concepts, commonly used standardized tests, and other procedures for evaluating students with special needs. Interpretations of test data are an important part of this course.
SPED-410 Identification and Diagnosis of Learning Disabilities, 3 cr. 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. Prereq.: graduate standing.
SPED-411 Remediation and Planning in Learning Disabilities, 3 cr. 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. Prereq.: SPED-410.
SPED-412 Principles of Diagnostic Testing, 3 cr. 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. Prereq.: master's degree candidacy, SPED-409, SPED-410 and SPED-411.
SPED-413 Seminar in Learning Disabilities, 3 cr. 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. Prereq.: master's degree candidacy, SPED-410 and SPED-411.
SPED-418 Practicum I: Learning Disabilities, 3 cr. Supervised teaching experience with children and youth who have learning disabilities. Stresses techniques in assessment and initial plans for remediation. Prereq.: master's degree candidacy, SPED-410, SPED-411, SPED-412 and consent of Dr. James.
SPED-419 Practicum II: Learning Disabilities, 3 cr. Advanced teaching experience with learning disabled children and youth. Emphasizes various techniques in remediation. Prereq.: SPED-418 and consent of Dr. James.
SPED-420 Identification and Assessment of Behavior Disorders, 3 cr. 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. Prereq.: SPED- 404 or equivalent.
SPED-421 Advanced Strategies of Behavior Management, 3 cr. 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). Prereq.: SPED404 or equivalent and SPED-420.

SPED-422 Seminar I in Behavior Disorders, 3 cr. 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. Prereq.: graduate standing; SPED-420.

SPED-423 Seminar II in Behavior Disorders, 3 cr. 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. Prereq.: graduate standing; SPED-420.

SPED-424 Social Skills Training in Special Education, 3 cr. 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. Prereq.: SPED-402.

SPED-425 Seminar I in Group Process, 3 cr. 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. Prereq.: SPED-402 and consent of instructor.

SPED-426 Seminar II in Group Process, 3 cr. 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. Prereq.: SPED-425 and consent of instructor.

SPED-427 Curriculum and Planning for Individuals with Behavior Disorders, 3 cr. 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. Prereq.: SPED-420.

SPED-428 Practicum I: Behavior Disorders, 3 cr. Introductory professional experience in educating individuals with behavior disorders; emphasis on experience with intervention techniques, planning diagnosis, staffing, and parent/ pupil counseling. Prereq.: master's degree candidacy and completion of required courses.

SPED-429 Practicum II: Behavior Disorders, 3 cr. Advanced supervised professional experiences in educating children with behavior disorders in an appropriate setting; seminar discussions. Prereq.: SPED-428 and consent of Practicum Coordinator.

SPED- 430 Identification and Diagnosis of Mental Retardation, 3 cr. Learning and behavioral characteristics of individuals with mental retardation and developmental disabilities; theoretical perspectives of mental retardation and implications for design of intervention programs; assessment issues; review of latest findings in the field. Prereq: graduate standing and SPED-404 or equivalent.

SPED-431 Teaching Individuals with Mild Mental Retardation, 3 cr. 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. Prereq: SPED-404 or equivalent and SPED-330 or SPED-430.

SPED-432 Curriculum and Planning for Individuals with Mental Retardation, 3 cr. Special problems in the instruction of individuals with mild mental retardation; curriculum building, academic workshops, counseling, guidance, community relations, evaluation, and research. Prereq.: graduate standing, SPED-431 or SPED-330 or consent of instructor.

SPED-433 Seminar in Mental Retardation, 3 cr. 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. Prereq: SPED-330, SPED-431 or SPED-441.

SPED-438 Practicum I: Mild Mental Retardation, 3 cr. 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. Prereq: master's degree candidacy

SPED-439 Practicum II: Mild Mental Retardation, 3 cr. Advanced supervised professional experience in teaching educable mentally handicapped individuals in appropriate settings; seminar discussions. Prereq.: master's degree candidacy, completion of all required courses, and consent of Practicum Coordinator.

SPED-441 Teaching Individuals with Moderate Mental Retardation, 3 cr. 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. Prereq.: graduate standing, SPED-404 or equivalent and SPED-330 or SPED-430.

SPED-448 Practicum I: Moderate Mental Retardation, 3 cr. 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. Prereq.: master's degree candidacy and completion of required courses.

SPED-449 Practicum II: Moderate Mental Retardation, 3 cr. Advanced supervised professional experience in educating individuals with moderate-to-severe mental retardation in appropriate settings: seminar discussions. Prereq.: master's degree candidacy, completion of all required courses, and consent of Practicum Coordinator.

GIFT-450 Psychology of Individuals who are Gifted and Talented, 3 cr. 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. Prereq.: graduate standing.

SPED-451 Creativity, 3 cr. 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.

GIFT-452 Education of Individuals who are Gifted and Talented, 3 cr. 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 underachievement; fostering creativity. Prereq.: GIFT-453

GIFT-453 Seminar in Curriculum and Materials for the Gifted, 3 cr. 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. Prereq.: GIFT-450.

GIFT-454 Gifted Education Seminar: Teaching Gifted in the Inclusive Classroom, 3 cr. Overview of teaching strategies, materials and classroom organization to enhance and foster the potential of students who are gifted and talented. Prereq.: graduate standing.

GIFT-455 Bibliography and Methodology in Research in Gifted Education, 3 cr. Introduction to the techniques employed in educational research. Projects include library research, writing abstracts, analytical critiques of research, evaluation of statistical reporting, and development of an extensive annotated bibliography in gifted education. Prereq.: GIFT-450 and GIFT-452.

GIFT-456 Parenting and Advocacy for Individuals who are Gifted and Talented, 3 cr. Survey of the skills needed to enhance the social and emotional development of the gifted individual. Methods for obtaining local, state and national support of programs for the Gifted.

GIFT-457 Research Seminar for the Gifted, 3 cr. 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. Prereq.: graduate standing, GIFT-450, GIFT-452, GIFT-453 and GIFT-455.

GIFT-458 Meeting Gifted Students' Social-Emotional Needs, 3 cr. 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 Prereq.: GIFT-450 or consent of instructor.

GIFT-459 Field Demonstration in Gifted Education, 3 cr. 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.: GIFT-450, GIFT-452, GIFT-453.

SPED-460 Medical Aspects of Individuals with Physical and Health Impairments, 3 cr. 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. Prereq.: SPED- 404 or equivalent.

SPED-461 Education of Individuals with Physical Disabilities, 3 cr. Education of individuals with physical disabilities in a variety of settings; hospital and home instruction; education of individuals with physical disabilities in regular classes and special schools; administrative considerations; consideration of multiple disabilities; occupational therapy; physical therapy; personal and educational counseling. Prereq.: SPED-404 and SPED-460.

GIFT-462 Identifying and Providing for Underserved Gifted Students, 3 cr. This course provides in-depth understanding of the needs of atypical gifted/talented students, along with specific strategies that can be applied in identifying and providing educational services for gifted students who are commonly underrepresented and underserved in schools today. The course will focus on recent videotaped interviews with leaders in the field of gifted education who are concerned with underserved gifted students. Prereq: GIFT-450 or its equivalent.

SPED-465 Consultation and Collaboration: Special and Regular Education, 3 cr. 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. Prereq.: SPED- 404 or equivalent.

SPED-466 Assessing Students with Limited English Proficiency (LEP) and Disabilities, 3 cr. This course provides an overview of strategies and instruments that can be used to assess the academic and social behavior of pupils with limited English proficiency identified as or suspected of having special education needs. Prereq.: graduate standing, SPED-404 or equivalent, SPED-409 or equivalent, and SPED-410.

SPED-467 Teaching Students with Limited English Proficiency (LEP) and Disabilities, 3 cr. This course will provide a theoretical framework to critically analyze the problems faced by students with LEP and special needs. The focus of the course is on instructional practices and approaches which seem to be effective with handicapped language minority students. Prereq.: graduate standing, SPED-404 or equivalent, SPED-409 or equivalent, and SPED-410.

SPED-470 Administration and Supervision in Special Education, 3 cr. 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.: graduate standing.

SPED-481 Principles of Diagnosis and Teaching the Child with Special Needs Aged Three to Six Years, 3 cr. Principles of diagnosis and teaching the young child 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. Prereq.: SPED-404 or equivalent.

SPED-482 Assessment and Intervention with Infants and Toddlers who are At-Risk or Who Have Special Needs, 3 cr. 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- 404 or equivalent.
SPED-483 Working with Parents of Young Children with Special Needs, 3 cr. 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 working with service agencies are covered. Prereq.: graduate standing and SPED- 404 or equivalent.
SPED-484 Psychology of Language and Cognitive Development, 3 cr. This course introduces the student to the basic concepts of developmental psycholinguistics and the principles of intervention in language processes.
SPED-488 Practicum in Early Childhood Special Education-Teaching Young Children with Special Needs, 3 cr. Advanced supervised professional clinical experience in educating young infants, toddlers, or preschoolers with special needs in an appropriate setting; seminar discussions. Prereq.: master's degree candidacy and completion of all required courses.
SPED-490 Research Seminar in Special Education, 3 cr. Review of research literature on special problems in exceptionality. Research project under the supervision of a faculty advisor. Prereq.: degree candidacy and consent of instructor.
SPED-491 Thesis Credit in Special Education, 3 cr. Research project within the area of applicant's field of specialization. Prereq.: completion of all required courses in the master's degree sequence, acceptance for degree candidacy, and consent of advisor.
SPED-494 Research Seminar in Exceptionality, 3 cr. Experimental method applied in a group research project in a specialized area of exceptionality. Prereq.: degree candidacy and consent of instructor.
SPED-500 Research I: Critical Writing & Research in Special Education, 3 cr. Communicate orally and in writing about the current research in the field of special education and how it affects the lives of individuals with special needs. Prereq.: Acceptance into the graduate program for initial certification.
SPED-501 The Development & Characteristics of Children & Youths with Disabilities, 3 cr. Review the psychological, sociological, and educational aspects of the lives of children and youths with disabilities. Prerequisites: Concurrent registration with/or completion of SPED-500.
SPED-502 Language, Learning and Cognition, 3 cr. This is a graduate level human development course emphasizing cognitive and language development and acquisition and how these processes impact learning throughout the lifespan. Major learning theories and their implications for practice will be examined. Candidates will examine course concepts from the vantage point of supporting the learning of diverse students.
SPED-503 The Historical, Philosophical, &Legal Foundations of Special Education, 3 cr. This course examines the historical, philosophical, and legal aspects of education that have defined the field of special education. Prereq.: Concurrent registration with/or completion of SPED-500.
SPED-504 Theories and Application of Assessment Practices in Special Education, 4 cr. Special Education 504 establishes a foundational understanding of the principles of assessment. The course presents formal and informal assessment as a means to evaluate and address the academic and/or behavioral needs of students with disabilities. Specifically, the course provides candidates the opportunity to develop professional skills in assessment administration, score interpretation of psychometric and curriculum-based measurements (CBM), utilizing ascertained score results to plan instruction and monitor student progress, a working understanding of the principles and practices of Response to Intervention (RTI), and an attuned understanding of critical considerations in working with students from culturally/linguistically diverse (CLD) backgrounds.
SPED-505 Consultation & Collaboration: Special & Regular Education, 3 cr. A seminar on consultation and collaboration activities aimed at integrating students with disabilities into regular education

programs. Topics covered include mainstreaming, consultation needs, conferencing techniques, collaboration models, and in-service education. Special emphasis will be given to developing effective communication skills. Prereq.: Completion of Block II sequence.

SPED-506 Instructional and Assistive Technology in Special Education, 3 cr. This course prepares special educators to understand, implement and utilize technology, fostering learning and social outcomes within the context of the Least Restrictive Environment. The course examines special technology used in the assessment and implementation of technology. The legal ramifications of selecting and operating assistive devices are also covered. The relationship of technology theory is also included. Prereq.: Completion of Block II sequence.

SPED-507 Internship I: Assessing and Teaching Individuals with Mild to Moderate Disabilities, 2 cr. Candidates work on site in special education programs where services are provided for children and youths with special needs with mild to moderate disabilities. The focus of this internship is on assessing student learning needs and making sound instructional recommendations for students with disabilities who access the general education curriculum. Field-based settings allow candidates to engage in assessment, lesson planning and collaborative activities in school settings. Prereq: SPED 500, 501, 503, 504

SPED-508 Methods II: General Curriculum & Methods in Special Education, 3 cr. This course addresses general principles of teaching, including the modifications/adaptations for individuals (P-21) with disabilities who access the general education curriculum. Candidates will apply individualized goals and planning in the context of the general education curriculum. Prereq: SPED 509

SPED-509 Methods I: Specialized Curriculum & Methods in Special Education, 3 cr. This course develops candidates' ability to understand the theoretical basis for and implementation of evidence-based strategies to facilitate the meaningful inclusion of students with mild to moderate disabilities in the least restrictive environment. Methodology and strategies to promote development of reading, oral and written expression in the content areas, including language arts, mathematics, science and social studies instruction will be addressed, as well as strategies to support students' social and emotional development. Candidates will demonstrate understanding of Universal Design for Learning to address individual student needs including individual educational goals and objectives. Prereq: SPED 500, 501, 503, 504

SPED-510 Methods III: Strategies of Behavior Management, 3 cr. Application of applied behavior analysis, developmental, cognitive, and other contemporary approaches for behavior management within the context of the Least Restrictive Environment. Prereq.: Completion of Block III sequence.

SPED-511 Alternative Programming and Curriculum in Special Education, 3 cr. This course addresses the programming and curriculum issues for students with moderate to severe disabilities who, because of the nature of their disabilities require alternative programs and/or curriculum adaptations within the context of the Least Restrictive Environment. Prereq: Block II

SPED-512 Internship II: Assessing and Teaching Individuals with Moderate to Severe Disabilities, 2 cr. Candidates work on site in special education programs where services are provided for children and youths with special needs with moderate to severe disabilities. The focus of this internship is on assessing student needs and establishing a positive plan for change through the implementation of a functional behavioral assessment for students with disabilities who receive an alternate curriculum and/or whose for whom the general education curriculum would be significantly modified to allow them access to grade level content. Field-based settings allow candidates to engage in assessment, lesson planning and collaborative activities in school settings. Prereq: SPED 507, 509, 511

SPED-514 Student Teaching in Special Education, 3 cr. The candidate will participate in supervised professional experiences in a school setting as a candidate teacher of pupils with disabilities (5 – 21) in the Least Restrictive Environment. Applied teaching will be combined with seminar discussions and required assignments. Prereq.: Completion of Block III sequence & all other LBS I coursework.

SPED-514B Applied Diagnostic Teaching in Special Education, 3 cr. The candidate will participate in supervised professional experiences in the William Itkin Children's Service Clinic in the role as a graduate clinician. Diagnostic teaching will be combined with seminar discussions and required activities. Prereq.: All LBS I coursework

SPED-515 Research II: Applied Research Project in Special Education, 3cr. This course requires students to complete a review of research literature on special problems in exceptionality and a research project under the supervision of the professor. While the projects are individual in nature, each student is expected to follow a prescribed procedure for approval and acceptance by the instructor. Prereq.: Permission of advisor.

SPED-516 Professional Development of the Special Educator, 1 cr. Special Education 516 provides special education teacher candidates the opportunity to develop critical skills indicative of a prepared and highly qualified special educator. Candidates will demonstrate the foundational development of cultural competency/reciprocity to work with students from culturally/linguistically diverse (CLD) backgrounds, articulate specific practices/policies regarding professional obligations (e.g., child protection laws, digital etiquette and safety, rights on intellectual property and fair use), discuss collaborative approaches in working with various members of the school/home/community, examine the significance of self-initiated, continuous professional development and improvement for all educators and provide evidence of meeting the professional competencies required of a beginning special educator. Prereq.: All Master of Arts in Special Education coursework (Block I, II and III) prior to student teaching.

SPED-520 Assessment Lab - Applied Diagnostic Assessment, 2 cr. The special education graduate programs aim to develop knowledgeable, reflective, and responsive professionals who build learning communities by facilitating cognitive, cultural, affective, and social growth. Special Education 520 contributes to this process by providing opportunities for graduate students to apply diagnostic assessment in the parameters of a clinical setting. Graduates students will apply assessment principles to yield quantitative/qualitative results to design an instructional sequence and demonstrate professional reflection and analysis based on video recorded clinical performance.

SPED-522 Foundations and Practices in Challenging Behaviors, 3 cr. Presents the knowledge and skills necessary for the professional to understand the philosophical, historical and legal foundations addressing the management of behavior and to apply various individual and group strategies to meet the needs of individuals who demonstrate challenging behavior in a variety of educational settings.

SPED-523 Educational Assessment and Planning for Positive Behavior Management, 3 cr. Presents the knowledge and skills necessary for the professional to interpret various methods of assessment and diagnoses in order to meet the individual needs of students with emotional and behavioral disorders

SPED-521 Issues and Interventions for Individuals with Autism, PDD, and Low Incidence Disorders and Syndromes, 3 cr. Presents the knowledge and skills necessary for the professional to understand issues and demonstrate interventions appropriate for individuals with Autism, PDD, and low incidence disorders and syndromes. Content will address cognitive, language, and behavioral/social characteristics, methods and applications in working with and on behalf of these individuals. Emphasis will be on supporting and promoting improvements in the areas of behavior and communication. Prereq: Completion of SPED 522 and SPED 523.

SPED-524 Practicum in Behavior Disorders, 3 cr. Involves candidates in working on site in special education programs where services are provided for children and youths with behavioral disorders. Through guided support, candidates employ the advanced elements of behavioral intervention and planning, including the assessment and diagnosis of behavioral disorders and use of functional behavioral analyses (FBA) to support effective intervention strategies. These elements will be applied in field-based settings to allow students, through direct interaction and facilitation of learning, to learn more about the children and youths' characteristics and needs and school-based programming within

the context of the least restrictive environment (LRE). Prereq: Completion of SPED 522, 523, 521 and 505.

SPED-525 Alternative Assessment and Test Accommodations, 3 cr. Presents the knowledge and skills necessary for the professional to apply various methods of assessment in order to meet the individual needs of students with disabilities. Content will address alternative assessment methods, test accommodations, and applied curriculum based assessment. The instructor will model collaboration and consultation skills for working with families and other professionals.

SPED-526 Adaptations and Accommodations of Curriculum, 3 cr. Provides instruction to students in making adaptations and accommodations to the general curriculum based on an understanding of the academic and non-academic needs of learners with special needs.

SPED-527 Assessment and Intervention Strategies for Language-Based Disorders, 3 cr. Addresses the development of auditory and visual symbol systems from the perspective of psycho-neurological learning research. Listening, speaking, reading and written language will be covered. The relationship of these symbol systems to the underlying semiotic function will be emphasized. Diagnosis and remediation of disorders of auditory and visual symbol systems will be covered in depth.

SPED-529 Practicum in Curriculum Adaptations, 3 cr. Provides opportunities for students to employ, under supervision, methods and procedures useful for the successful support of learners with special needs in the regular education curriculum. Such guided experiences include the use and modification of assessments, development of curriculum for an individual learner, modification and adaptation of curriculum appropriate to the students learning style, modification of learning environments to meet individual needs, monitoring and assessing the success of curriculum adaptations as well as the selection of research supported instructional strategies. Prereq: SPED 526, 527, 528, and 525.

SPED-530 Capstone Experience Project, 3 cr. Completion of BIS or CAS core courses for candidates obtaining certification in one area only, plus 24 hours in the program. Requires candidates for the LBS II Master's Program to apply relevant research to their area of inquiry and utilize this research to write a master's level research paper or conduct an applied clinical/action research project. While papers and projects are individual in nature, each candidate is expected to follow a prescribed procedure under the direct guidance and supervision of the instructor. Prereq: Completion of BIS and CAS core courses (for Combined Program).

TEACHER EDUCATION

Ngoc-Diep T. Nguyen, Ph.D., Associate Professor, Chair
Rachel A. Adeodu, Ph.D., Associate Professor
Lorie A. Annarella, Ed.D., Associate Professor
Elaine Pierce Chakonas, Ed.D., Associate Professor
Amina Chaudri, Ph.D., Assistant Professor
Maria Teresa Garreton, Ph.D., Professor
Maureen D. Gillette, Ph.D., Professor
Yi Hao, Ph.D., Associate Professor
Eileen Kaiser, Ph.D., Associate Professor
Hanna Kim, Ph.D., Assistant Professor
Alberto Lopez-Carrasquillo, Ph.D., Associate Professor
Selina Mushi, Ph.D., Associate Professor
Frank Perino, Ph.D., Associate Professor
Steven Wolk, Ed.D., Professor
Judith Yturriago, Ph.D., Associate Professor

The Teacher Education Department offers a variety of undergraduate and graduate programs 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 Teacher Education Department are being utilized:

UNDERGRADUATE PROGRAMS:
Bilingual/Bicultural Education
Early Childhood Education
Elementary Education

GRADUATE PROGRAMS:
MAT: Master of Arts in Teaching - Early Childhood Education
MAT: Master of Arts in Teaching - Elementary and Middle School
MAT: Master of Art in Teaching - Bilingual/ Bicultural Education - Elementary and Middle School
MSTI: Master of Science in Teaching and Inquiry

Teacher Education Departmental Policy On Transfer Of Professional Education Courses in to Undergraduate Teacher Education Programs
Students who are admitted to an undergraduate program in Teacher Education or to the TLP Program (licensure only) may be credited with a maximum of 9 credit hours of professional education coursework provided that:

1. The specific transfer coursework is deemed to be equivalent in scope and credit hours to the required coursework in the respective NEIU Teacher Education program as stated in the current NEIU Catalog.
2. The specific transfer coursework has been completed within five years of the time of acceptance into the undergraduate NEIU Teacher Education Department or TLP Program. (ex. If a student is admitted in 2015, no coursework prior to 2010 can be accepted.)
3. The specific transfer coursework was credited with a "B" grade or better.

Teacher Education Departmental Policy on "Field Experience Only" Requests
All students who seek to enroll in clinical experiences or student teaching in any approved Teacher Education program are required to be admitted to either an undergraduate program, a second B.A. program, TLP program or MAT program. No student with a "student-at-large" status will be admitted to clinical or student teaching experience. No student will be permitted to take clinical experience/ student teaching at NEIU unless they have successfully completed one of our programs requirements.

Focus Program for Subsequent Teaching Licensure
In accordance with the Illinois State Board of Education and the Illinois Administrative Code Section 25, Northeastern Illinois University now offers a Focus Program for teachers who hold a valid and current Illinois Teaching License.

The Focus Program allows licensed teachers to obtain subsequent endorsements in the area of Elementary Education and Early Childhood.

Candidates who complete a full focus subsequent endorsement program will be recommended for the endorsement. For further information, please contact the Teacher Education Department at 773-442-5380.

PROGRAM in BILINGUAL/BICULTURAL EDUCATION

A double major in Bilingual/Bicultural-Elementary Education leading to a Bachelor of Arts degree in Bilingual/Bicultural-Elementary Education is offered.

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 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 Elementary-Bilingual/Bicultural Double Major must meet the current State of Illinois Standards in professional education through completion of Elementary Education coursework with a Bilingual/ELL (ELED-BLBC), and receive Bilingual/ELL/Endorsement on the Elementary License. (See the Elementary Education section of this catalog for General Education requirements and professional sequence course descriptions.)

Through completion of the Elementary – Bilingual/Bicultural Education double major, students meet the current State of Illinois standards for endorsement in ESL/Bilingual Education as well as the 18 hour area of concentration required by the Elementary Education program.

Consult with Program Advisor: Mr. Clyde McLeod, ext. 5394.

ELED-BLBC PROFESSIONAL SEQUENCE:

(Students receive Bilingual/ESL Endorsement on the Elementary License.)

EDFN 305 Philosophical & Historical Foundations of Public Education	3 cr.
EDFN 306 Education & Individual Differences (Prerequisite for ELED/BLBC 301)	3 cr.
EDFN 307 Psychology of Instruction and Learning	3 cr.
ELED 301 Curriculum in Elementary School	3 cr.
ELED 302 WIP: Methods of Teaching Language Arts	3 cr.
ELED 304 Methods of Teaching Social Studies	3 cr.
ELED 305 Methods of Teaching Science	3 cr.
ELED/BLBC 306A* Methods of Teaching Reading (100 hours of clinical experience concurrent with BLBC 328)	3 cr.
ELED Methods of Teaching Mathematics	3 cr.
BLBC 328 Clinical Experience in Elementary Education (100 hours of clinical experience)	1 cr.
BLBC 329 Student Teaching in Elementary Education	9 cr.

Elective Courses (Choose one):
EDFN 313 Problems, Issues & Practices in Education
or
ELED 312 Teaching Strategies with Multicultural Groups

or
ELED 319 Classroom Management
or
ELED 330 Creating and Using Puppetry in the Classroom 3 cr.

Total 40 cr.

*These are bilingual sections of elementary education methods coursework. See the ELED section for course descriptions.

BLBC/ELED students must meet program admission and retention criteria as stated in the ELED section.

BILINGUAL-BICULTURAL EDUCATION MAJOR
Required courses for Bilingual Approval (18 credit hours)

BLBC 338 Bilingualism and Education	3 cr.
BLBC 339 Teaching Communication Skills in Cross Language/Culture Situations	3 cr.
BLBC 340 Methods of Teaching Language and Culture Diverse Students	3 cr.
BLBC 341 Methods and Materials for Teaching Limited English-Proficiency Students	3 cr.
BLBC 342 Assessment in the Bilingual Classroom	3 cr.
TESL 340 Teaching English as A Second Language: Practices and Procedures	3 cr.
	Total 18 cr.

Note: See course descriptions for course prerequisites.

GRADUATE PROGRAMS
Master of Arts in Teaching: Bilingual/Bicultural Education-Elementary
The Master of Arts in Teaching: Bilingual/Bicultural Education is designed to reflect a multicultural/multilinguistic focus and encourages candidates who already hold a non-education undergraduate degree to pursue an elementary license and bilingual/ESL endorsement while attaining a master's degree.

This program has three components of coursework:

- Professional core of eighteen (18) credit hours in the area of multicultural education, media technology, assessment, literacy theory and pedagogy, general curriculum development, and research.
- Concentration of eighteen (18) credit hours in bilingual/ bicultural education leading to bilingual/ESL endorsement.
- Licensure coursework consisting of additional pedagogical study, special education and field experiences, including 100 clock hours of clinical experience and student teaching internship, totaling 15 credit hours.

Students must also have completed general education requirements as specified by the Illinois State Board of Education. In addition, students seeking teacher licensure are required to pass the ILTS Test of Academic Proficiency, and Assessment of Professional Teaching Test. Beginning Fall 2015, candidates must pass the Teacher Performance Assessment (edTPA) for program completion.

ADMISSION REQUIREMENTS

- Undergraduate Bachelor's Degree from an accredited university or college

- A minimum undergraduate GPA of 2.75 (4.0 scale)
- 18 credit hours of undergraduate coursework in any one of the following areas of concentration: social/behavioral sciences, natural sciences, humanities, or other related disciplines
- Six credit hours in the history and philosophy of education and educational psychology (learning and development) (EDFN-405 and 406, or equivalent)
- Passing scores on the appropriate State Language Proficiency test in the target language.
- Passing score on ICTS Basic Skills Examination or ACT plus writing or SAT.

A maximum of nine credit hours of graduate level coursework may be transferred into the program, based upon the evaluation that the coursework is equivalent in scope and content to required program coursework, in accordance with the policies established by the Graduate College. Program courses are offered in a three year cycle.

REQUIREMENTS FOR THE DEGREE

See pertinent sections in the Catalog for course descriptions.

1. **Professional Core .....18 credit hours**
   - EDFN-416 Cultural Pluralism and Schools ..... 3 cr.
   - ELED-414 Principles of Curriculum Development ..... 3 cr.
   - ELED-430 Trends and Issues in Assessment ..... 3 cr.
   - EDFN-442 Media Technology for Educators ..... 3 cr.
   - LTCY-402 Issues in Literacy Instruction ..... 3 cr.
   - ELED-406 Research Skills for the Classroom Teacher ..... 3 cr.
2. **Bilingual/Bicultural Education.....18 credit hours**
   - BLBC-438 Foundations of Bilingual Education ..... 3 cr.
   - BLBC-439 Ethnic Diversity in Our Schools: A Cross-Cultural/Linguistic Survey ..... 3 cr.
   - BLBC -440 Teaching in Culture and Language Diverse Classrooms ..... 3 cr.
   - BLBC 441 Materials, Methods and Techniques for Teaching Limited English Proficient Students ..... 3 cr.
   - BLBC-442 Assessment Tools for Bilingual Students ..... 3 cr.
   - TESL-414 Theories of Teaching English as a Second Language ..... 3 cr.
3. **Licensure Component .....15 credit hours**
   - ELED-415 Interrelating Science and Math, with Clinical Experience (in BLBC Classroom) 3 cr.
     (min.50 clock hours in BLBC; apply 6 mo. In advance to CEST office, CLS 4023)
   - ELED-416 Strategies of Teaching Social Studies and Language Arts with Clinical ..... 3 cr.
     Experience (in BLBC Classroom)
     (min.50 clock hours in BLBC; apply 6 mo. in advance to CEST office, CLS 4023)
   - SPED-404 Survey of the Field of Special Education..... 3 cr.
   - ELED-429 Internship in Elementary Education (in BLBC Classroom..... 6 cr.
     (See Clinical Experiences and Student Teaching section for application procedures)..... Total 51 cr.
4. Process-oriented research paper, indicating mastery of formal research skills.
5. Content-oriented research paper, indicating depth in candidate's academic area of concentration.
6. Overall academic and professional assessment through a review of the candidate's portfolio and exit presentation to program faculty.

MASTER OF SCIENCE IN INSTRUCTION:
Bilingual/Bicultural Education-Elementary

The Master of Science in Instruction: Bilingual/Bicultural Education is designed to reflect a multicultural/multilingual focus and encourages candidates who already hold an elementary education or early childhood teaching license to pursue a master's degree leading to bilingual/ESL endorsement.

This program has two components of coursework:

- Professional core of eighteen (18) credit hours in the area of cultural pluralism, media technology, literacy theory and pedagogy, assessment, general curriculum development, and research.
- Concentration of eighteen (18) credit hours in bilingual/ bicultural education leading to bilingual/ESL endorsement.

Program graduates will understand psychological and sociological settings pertinent to bilingual children from culturally diverse backgrounds; enhance and refine their educational and philosophical knowledge based in bilingual/bicultural approaches to education; develop/refine their skills, insights, and attitudes crucial to effective cross-cultural communication in diverse settings; and develop/refine research skills which will serve as effective and efficient tools for continued professional development and leadership skills in implementing bilingual/bicultural curricula.

ADMISSION REQUIREMENTS

- Undergraduate Bachelor's Degree from an accredited university or college
- A minimum undergraduate GPA of 2.75 (4.0 scale)
- 18 credit hours of undergraduate coursework in any one of the following areas of concentration: social/behavioral sciences, natural sciences, humanities, or other related disciplines
- Current, valid elementary education or early childhood teaching license.
- Passing scores on the appropriate State Language Proficiency Test in the target language.

A maximum of nine credit hours of graduate level coursework may be transferred into the program, based upon the evaluation that the coursework is equivalent in scope and content to required program coursework, in accordance with the policy established by the Graduate College. Courses are offered in a three year cycle.

REQUIREMENTS FOR THE DEGREE:

See pertinent sections in the Catalog for course descriptions.

1. **Professional Core ..... 18 credit hours**
   EDFN-416 Cultural Pluralism and Schools ..... 3 cr.
   ELED-414 Principles of Curriculum Development ..... 3 cr.
   ELED-430 Trends and Issues in Assessment ..... 3 cr.
   EDFN-442 Media Technology for Educators ..... 3 cr.
   LTCY-402 Issues in Reading Instruction ..... 3 cr.
   or
   LTCY-410 Reading in the Content Area ..... 3 cr.
   ELED-406 Research Skills for the Classroom Teacher ..... 3 cr.
2. **Bilingual/Bicultural Education ..... 18 credit hours**
   BLBC-438 Foundations of Bilingual Education ..... 3 cr.
   BLBC-439 Ethnic Diversity in Our Schools: A Cross-Cultural/Linguistic Survey ..... 3 cr.
   BLBC -440 Teaching in Culture and Language Diverse Classrooms ..... 3 cr.

BLBC 441 Materials, Methods and Techniques for Teaching Limited English Proficient Students ..... 3 cr.
BLBC-442 Assessment Tools for Bilingual Students ..... 3 cr.
TESL-414 Theories of Teaching English as a Second Language ..... 3 cr.
..... Total 36 cr.

3. Process-oriented research paper, indicating mastery of formal research skills.
4. Content-oriented research paper, indicating depth in candidate's academic area of concentration.
5. Overall academic and professional assessment through a review of the candidate's portfolio and interview by program faculty.

COURSE OFFERINGS

BLBC-306A Methods of Teaching Reading-Elementary School with Clinical Experience, 3 cr. Examines current issues and research in the teaching of reading. Emphasis is given to exploring the instructional methods and materials for teaching reading to all students including linguistically and culturally diverse learners and students with special needs. Principles of classroom management are included. Accompanied by 100 hours of supervised, sequential Clinical experiences culminating in teaching student developed instructional units. Emphasis on intermediate and middle school grades. Concurrent course:BLBC-328Prereq.: BLBC-301. BLBC-302, two additional methods courses and admission to College of Education.

BLBC-306B Methods of Teaching Reading – Elementary School without Clinical Experience, 3 cr. For non-program students who do not need the 100 hours of supervised, sequential clinical experiences.

BLBC-328 Clinical Experience in Elementary Education, 1 cr. Provides intensive clinical experience in elementary schools for students enrolled in ELED-306A. Involves supervised and graduated teaching interactions with children in selected subject areas. Bi-weekly seminars scheduled. Fulfills a minimum of 100 clock hours of clinical experiences required by the state for certification. Concurrent course: BLBC-306A Prereq.: ELED/BLBC-301, two additional methods courses.

BLBC 329 Student Teaching in Elementary Education, 9 cr. 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 seminars. Regular visits and conferences with university supervisors. Prereq.: Successful completion of all coursework in ELED/BLBC Education major, approval of department chairperson and coordinator of student teaching, admission to the College of Education; Passing score on ILTS Content Area Test: Elementary/Middle Grades.

BLBC-338 Bilingualism and Education, 3 cr. Course emphasis is on 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.

BLBC-339 Teaching Communication Skills in Cross Language/Culture Situations, 3 cr. Course covers a variety of verbal and nonverbal communication modes in a broad array of language/culture contexts frequently encountered in bilingual/bicultural classroom situations. A primary focus will be on oral communication especially the perception, recognition, and production of English as rendered by speakers of other languages. Accent, especially when it triggers semantic confusion, is emphasized. Equal significance is granted to culture modes which constitute the context for linguistic expression. The development of cross-linguistic/ cultural awareness of communication is pedagogically geared to help instructors avert and overcome any miscommunications encountered in language/culture diverse classrooms and community interactions. Prereq: BLBC 338

BLBC-340 Methods of Teaching Language and Culturally Diverse Students, 3 cr. Presents detailed treatment of issues concerning the instruction of diverse language groups within the differentiated

curriculum in American Schools. Focuses on methods for studying language and culture by contrasting and analyzing techniques related to improving instruction in the subject areas. Prereq.: BLBC 338.

BLBC-341 Methods and Materials for Teaching Limited English-Proficient Students, 3 cr. 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. Prereq.: BLBC-338 and BLBC-339, or BLBC-340.

BLBC-342 Assessment in the Bilingual Classroom, 3 cr. 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. Prereq.: BLBC 338 and 341.

BLBC-438 Foundations of Bilingual Education, 3 cr. Introduces the fundamentals of bilingual education through the understanding of language and culture diversity and the emergence of different bilingual and bicultural teaching and learning situations in our schools and communities. It is necessary to understand the politics and policies that govern those situations and the problems associated with them and the manner in which the emerging problems are handled and solved. All instructional problems and solutions are managed in line with the latest philosophies, theories, and principles of bilingual education and their application to culture and language diverse classroom situations. Prereq.: Admission to the M.A.T.: BLBC program or M.S.I.: BLBC program.

BLBC-439 Ethnic Diversity in our Schools: A Cross Cultural/Linguistic Survey, 3 cr. Surveys the ethnic, cultural, and linguistic history and evolution of the U.S. as a pluralistic nation. This survey covers precolonial America, colonization, forced displacement and exploitation of Africans and the following immigration waves since the 18th century. The cultural and linguistic characteristics of each group are discussed with highlights on language and culture maintenance, erosion, or disappearance across generations. Erosion and disappearance of language and culture are approached in terms of the processes of acculturation and assimilation, whereas their maintenance is portrayed through recent practices in pluralism of which the implementation of bilingual education and multicultural education are typical examples. Prereq.: BLBC-438.

BLBC-440 Methods for Teaching English Learners in Diverse Classrooms, 3 cr. This course presents candidates with the necessary academic and pedagogical preparation for teaching linguistically and culturally diverse students in elementary classrooms who are limited English proficient (English learners). The aim of this course is to provide candidates with the research-based knowledge and skills necessary to differentiate instruction and assessment practices in the content areas for English learners. The focus is also on enabling candidates to create an effective learning environment in which English learners develop English language proficiency and content knowledge. Co-requisite: ELED 428B. Prereq.: ELED 506 and EDFN 442.

BLBC-441 Materials, Methods, and Techniques for Teaching Limited English Proficient Students, 3 cr. With the steady increase in the number of language minority students especially those with limited English proficiency, a better understanding of their affective, physical, and cognitive needs and readiness for learning in the second language and culture environments is becoming indispensable. This course provides the necessary academic, pedagogical, and clinical preparation for teaching in situations involving limited English proficient students learning through the medium of the first or second language or a combination of both. A primary focus is on developing the most appropriate materials, approaches and methods and the necessary sets of strategies and techniques for implementation. Prereq.: BLBC-438.

BLBC-442 Assessment Tools for Bilingual Students, 3 cr. Assessment is indispensable in any language/culture learning situation and for a wide variety of purposes, e.g. proficiency, placement, achievement, diagnosis, aptitude. All teachers in monolingual and bilingual classrooms need to understand the purposes, principles, procedures of assessment and how to construct assessment tools and interpret their data. In bilingual situations where more than one language and culture are involved, teachers should be aware of language and culture interfacing and guard against biases, misconceptions and misinterpretations. Participants in this course should be able to critique, evaluate, and construct different assessment tools ranging from testing to portfolio and performance-based. Prereq.: BLBC-438 and BLBC-441.

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.

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 curriculum 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 Professional Sequence Courses:

NOTE: Students who complete the block clinical experience and concurrent required methods course and who have only one other course remaining in that block are permitted to move ahead into the next block's clinical experience and concurrent methods course.

To begin the final block of coursework, students must have completed all of the specified requirements prior to authorization for student teaching.

Block I:

EDFN-302 Philosophical and Historical Foundations of Early Childhood Education	3 cr.
EDFN-303 Early Childhood Development	3 cr.

Students must be accepted into the College of Education before they may continue to Block II.
*Note: Consult with program advisor and see College of Education admission requirements.

Block II:

ECED-301 Curriculum and Instruction in Early Childhood (ECED-301 and ECED-328I must be taken concurrently)	3 cr.
ECED-328I Clinical Experiences in Early Childhood Education Infant-Toddler (ECED-301 and ECED-328I must be taken concurrently)	1 cr.
ECED-313 WIP: Language Development and Acquisition	3 cr.
ECED-316 Child, Family, and Community	3 cr.

A letter of recommendation and a professional disposition form, completed by Block II faculty, are required.

Student will not be eligible to register for BLOCK III courses (except ECED 338) without this recommendation. See Advisor for more details.

Block III:

ECED 306 Methods of Teaching Reading in Early Childhood	3 cr.
ECED-338 Developmental Assessment of Young Children	3 cr.
ECED-328T Clinical Experiences in Early Childhood Education Preschool-Kg and Primary-Technology Emphasis (See Clinical Experiences and Student Teaching section for application procedures)	1 cr.
(ECED-306 and ECED-328T must be taken concurrently)	

Block IV:

Take and pass ILTS Content-Area Test.

ECED 352 Methods of Teaching Language Arts, Music and Art in Early Childhood	3 cr.
ECED-355 Methods of Teaching Mathematics, Science, and Social Studies in Early Childhood	3 cr.
ECED-328M Clinical Experiences in Early Childhood Education Preschool-Kg and Primary-Multicultural Emphasis	1 cr.
(ECED-355, ECED-352, ECED-328M, and ECED-328S (must be taken concurrently)	
ECED-328S Practicum in Early Childhood with Special Education	1 cr.

Block V:

ECED-329 Student Teaching in Early Childhood (See Clinical Experiences and Student Teaching section for application procedures)	9 cr.
Electives: (Select One)	3 cr.
ECED-312 Teaching Strategies with Multicultural Groups	
ECED-325 Literature For Young Children	
Contact ECED Advisor for additional approved electives.	

Total 43 cr.

NOTE: Students must be admitted to the College of Education prior to registration for professional sequence courses, beginning BLOCK II. Students must also maintain a 2.75 grade point average in the major. Professional courses may not be taken more than twice to achieve an acceptable grade.

In order for students to be entitled by NEIU for the Illinois Professional Educator License (Early Childhood), they must receive a "B" or better in student teaching and have passed the ILTS Test of Academic Proficiency and the ILTS Content Area Test. In order for students to be licensed by the Illinois State Board of Education, they will need to have passed the appropriate ILTS Test of Professional Teaching. Beginning Fall 2015, candidate must also pass the Teacher Performance Assessment (edTPA) for program completion.

To request placement for student teaching, students must register in the Office of Clinical Experiences and Student Teaching (please see section, Clinical Experiences and Student Teaching in this catalog). In

order to be authorized for Student Teaching, Students must meet with the program Advisor for an academic record review.

To qualify for Student Teaching, students must maintain a minimum grade point average of 2.75 in the Professional Sequence and have passed the ILTS content-area test.

No required professional education course may be taken more than twice to achieve an acceptable grade. To be entitled for licensure by the State of Illinois, a student must earn a grade of 'B' or better in clinical courses and student teaching.

MINOR AREA OF STUDY
Minor Subject Area – 18 credit Hours minimum
Minor must be selected from approved minors list and must include at least 9 credit hours at 300 level.

APPROVED MINORS:
African and African American Studies, Anthropology, Art (studio), Asian Studies, Bilingual/Bicultural Education, Biology, Chemistry, Earth Science, Economics, English, Foreign Language (one language of study), Geography (excluding Environmental Studies), History, Interdisciplinary English Studies, Inner City Careers, Latino and Latin American Studies, Linguistics, Mathematics, Math and Sciences Concept, MSTQE, Music, Philosophy, Physics, Political Science, Psychology, Sociology and Teaching English as a Second Language.

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-170 Studio Experiences	3 cr.
MUS-104 Music Concepts	3 cr.

Humanities (9 credit hours)

English 201 or 202 or 203	3 cr.
Choose from Limited List in: English, Foreign Language, Linguistics, Philosophy	6 cr.

Behavioral and Social Science (12 credit hours)

HIST-214 or 215 United States History	3 cr.
HIST-111C or 107 or 111D or 111F or ANTH-212 (Non-Western/Third World)	3 cr.
PSCI-216 American National Government	3 cr.
Elective (Chosen from Limited List	3 cr.

Biological & Physical Sciences (12 credit hours)
Coursework must include Biological & Physical Science (include one lab course)

ENGL-101 and 102 Writing I and Writing II (must receive a grade of "C" or higher)	6 cr.
Three semester hours in oral communication (CMTC 101 or CMT-COMM 202). (Must receive a grade of "C" or higher)	3 cr.
HLED-107 Health for Effective Living	2 cr.

College-level Mathematics Course (approved by ECED advisor). Student must receive a grade of "C" or higher. College Mathematics II (must receive a grade of "C" or higher)	3 cr.
Physical Education Elective	1 cr.
Elective from Language Arts**, Science, Social Science, Humanities and/or Psychology	3-5 cr.
Total Credit Hours Required for Graduation	**120**

(**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.)

MASTER OF ARTS IN TEACHING IN EARLY CHILDHOOD EDUCATION (MAT in ECED)

Program Overview

The Master of Arts in Teaching (MAT) in Early Childhood Education is designed for students seeking a graduate degree and Licensure to teach young children age 0-8 years. The program provides solid academic course of study as well as diverse, dynamic and enriching learning experiences. The program is aimed at preparing high quality teachers to give young children a strong 21st century foundation for learning and development. Graduates of the program will acquire the knowledge, skills and dispositions necessary for working effectively with young children in learning environments. The program is composed of 39 credit hours:

Goals of the Program

Graduates of the program will:

1. Acquire deep understanding of the process of human development and learning from birth to age 8 and familiarize with the field of Early Childhood Education from historical, philosophical, theoretical and practical perspectives including legislation and the role of parents
2. Develop enriched awareness of research in educating young children and how such research informs practice to make learning effective and efficient, and also to expand the theoretical base in the field of early childhood education.
3. Build solid academic and professional competencies appropriate for 21st century demands of effective teaching, assessment and overall professional practice in the field of Early Childhood Education
4. Experience working with young children and their families from diverse backgrounds and develop repertoire with schools, communities and professional organizations including NAEYC
5. Develop comprehensive sets of interpersonal, technological, research, pedagogical and assessment skills to work with young children at different developmental and ability levels in school settings and beyond in ways that are reflective of the 21st century dynamics and challenges.

Admission Requirements

Applicants to the MAT in ECED program will provide evidence that they have:

1. A Bachelor's degree from an accredited college or university
2. A minimum undergraduate GPA of 3.0 (4.0 Scale)
3. Successful completion of the ILTS Test of Academic Proficiency (TAP)
4. Three professional references who are conversant with applicant's scholarship and experiences with children

Transfer Credits
A maximum of 9 credit hours of graduate level coursework may be accepted into the program upon evaluation of the coursework and determination of equivalence in scope and content.

Retention Requirements
- Maintain at least 3.0 GPA (4.0 Scale)
- Complete required coursework
- Pass ILTS Content Area Test

Graduation Requirements
- Complete all required coursework
- Complete 135 hour practicum at 3 levels: Infant/ Toddler, Preschool or PreK and School Age
- Pass ILTS Assessment of Professional Teaching Test
- Complete an action research project – ECED 412

Licensure Requirements
- Completion of all coursework with at least 3.0 GPA (4.0 Scale)
- Completion of 16 week full-time internship experience
- Passing the ILTS TAP, Content Area and APT tests
- Beginning Fall 2015, candidate must also pass the Teacher Performance Assessment (edTPA) for program completion.

Note: Conditional admission to the MAT in ECED may be granted to an applicant whose undergraduate GPA falls slightly below the 3.0 requirement but who is otherwise highly qualified. Consideration will be made on an individual basis after a face-to-face interview with the applicant.

The Curriculum
The program is composed of 39 credit hours:

I. Professional Core constituting 18 credit hours (these include early pre-clinical experiences embedded in courses)
II. Methods courses constituting 9 credit hours in (a) Language Arts, Music and Art, (b) Reading, and (c) Math, Science, and Social Studies
III. Practicum and internship constituting 9 hours
IV. A research project constituting 3 credit hours

Course Offerings
Core Courses

ECED 402: Application of Learning Theories to Early Childhood Education	3 cr.
ECED 407: Family, Child and Teacher Interaction in Early Childhood Education	3 cr.
SPED 404: Survey of the Field of Special Education	3 cr.
ECED 408: Language Acquisition and Intervention Strategies for Teachers of Young Children	3 cr.
ECED 410: Curriculum Development in Early Childhood Education	3 cr.
ECED 403: Early Childhood Assessment	3 cr.

Methods Courses

LTCY 501: Literacy Instruction in Elementary Grades	3 cr.
ECED 452: Methods of Teaching Language Arts, Music and Art in Early Childhood Education	3 cr.
ECED 455: Methods of Teaching Math Science and Social Studies in Early Childhood Educ	3 cr.

Practicum

ECED 411: Practicum in Early Childhood Education	3 cr.
ECED 412: Research Seminar in Early Childhood Education	3 cr.
ECED 429: Internship in Early Childhood Education	6 cr.
	TOTAL 39 cr.

COURSE OFFERINGS

ECED-301 Curriculum and Instruction in Early Childhood Education, 3 cr. 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 children with special needs. (Must be taken concurrently with ECED-328I) Prereq.: COE Admission.

ECED-306 Methods of Teaching Reading in Early Childhood, 3 cr. 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 children with special needs. (Must be taken concurrently with ECED-328M) Prereq.: ECED-301, ECED-352; COE Admission and consent of program area advisor.

ECED-313 WIP: Language Development and Educational Implications, 3 cr. 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. Prereq.: EDFN-302 and 303 or equivalent, and ENGL-101.

ECED-316 Child, Family, and Community, 3 cr. 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. Prereq.: COE Admission, Junior standing and program advisor approval.

ECED-325 Literature for Young Children, 3 cr. 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. Prereq.: junior standing, and COE admission.

ECED-328I Clinical Experiences in Early Childhood Education Infant-Toddler, 1 cr. 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-301 Curriculum and Instruction in Early Childhood, 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 and individual conferences with university instructor. Concurrent course: ECED-301. Prereq.: EDFN -302 and 303; COE Admission.

ECED-328M Clinical Experiences in Early Childhood Education Preschool-Kg and Primary-Multicultural Emphasis, 1 cr. Teaching/learning activities with preschool kindergarten and primary children in private and public school classrooms with a variety of multi ethnic populations. Sixteen weeks will be spent in a

preschool-kindergarten setting or a primary classroom. The supervised, guided experiences are integrated with studies in methods classes. Supervision by university faculty, student conferences, and bi-weekly seminars. Fulfills a minimum of 50 clock hours of the 100 clock hours required by the State of Illinois for certification in Early Childhood Education. Concurrent courses: ECED-355, 306. Prereq.: COE admission.

ECED-328S Practicum in Early Childhood Special Education, 1 cr. This course provides on-site experiences with young children who have special needs. An in depth understanding of models and strategies for working with this population will be supported by seminar topics and discussions. Thirty hours of clinical experience will be required. Concurrent courses: ECED 306, ECED 355, and ECED 328M.

ECED-328T Clinical Experiences in Early Childhood Education Preschool-Kg and Primary-Technology Emphasis, 1 cr. Teaching/learning activities with preschool-kindergarten and primary children in private and public school classrooms with a technology emphasis. Sixteen weeks will be spent in a preschool-kindergarten setting or 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 50 clock hours of the 100 clock hours required by the State of Illinois for certification in Early Childhood Education. Concurrent course: ECED-352. Prereq.: EDFN-302, EDFN-303, ECED-301, ECED-328I.

ECED-329 Student Teaching in Early Childhood, 9 cr. 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 early childhood students. Weekly one-hour seminars. Regular visits and conferences with university supervisor. Prereq.: Completion of required professional educational courses and consent of program advisor and coordinator of student teaching. Passing score on ICTS Subject Area Examination.

ECED-338 Developmental Assessment of Preschool Children, 3 cr. 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. Prereq.: COE admission, EDFN-303 or PSYC-212 or equivalent.

ECED-352 Methods of Teaching Language Arts, Music and Art in Early Childhood, 3 cr. 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. (Must be taken concurrently with ECED-328T) Prereq.: ECED-301, ART-170, MUS-104, CMTC-202, or equivalent and consent of program advisor.

ECED-355 Methods of Teaching Mathematics, Science, and Social Studies in Early Childhood, 3 cr. 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-306 and ECED328M taken concurrently. Prereq.: ECED-301 and 352; COE admission.

ECED-410 Curriculum Development in Early Childhood Education, 3 cr. 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. Prereq.: graduate standing and 12 credit hours in education.

ECED-411A Practicum in Early Childhood Education, 3 cr. 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. 135 Clinical hours required. Prereq.: acceptance to master's degree candidacy and six credit hours in core courses (SPED-404; ECED-408 or SPED-484; ECED-403; ECED-410; ECED-407).
ECED-411B Practicum in Early Childhood Education (04 Certification) 3 cr. To provide an opportunity for supervised observation and teaching with normal young children. Practical applications of methods and techniques with an integrating seminar to help the practitioner develop teaching strategies. Emphasis will be on the development of skills and self analysis of techniques. 135 clinical hours are required for 04 certification with three grade levels (Infant-toddler, preschool, kindergarten, 1st, 2nd or 3rd grades)
ECED-412 Research Seminar in Early Childhood Education, 3 cr. 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. Research project under the supervision of a faculty advisor. Prereq.: Acceptance to masters' degree candidacy and nine credit hours in core courses, including ECED 403, ECED 410 and ECED 408.

PROGRAM in ELEMENTARY EDUCATION
The Elementary Education Program provides students with 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 experience.

Students who complete this program qualify for elementary education endorsement. Upon licensure, they are eligible to teach elementary school (grades K-9); additional endorsement qualifies students to teach in middle schools (grades 5-8).

Students completing the Elementary Education major will: 1) have theoretical and practical knowledge of principles of curriculum development and design which reflect best practices in elementary and middle schools; 2) have an understanding of and the skill with children- differentiate instruction of diverse backgrounds and abilities; 3) know how to plan, implement and integrate a variety of learning activities for student centered classrooms; 4) have attained specialized knowledge of content and instructional materials, as well as skills in using technology in elementary and middle schools; 5) effectively apply classroom management techniques demonstrating an understanding of collaborative learning strategies and group processes; 6) have attained skills in designing instruments to assess student performance and in using assessment to improve teaching and learning; 7) be able to integrate learning activities in contexts which are interesting and meaningful to elementary and middle school students; and 8) be reflective educators who are committed to life-long professional development and growth.

DEGREE REQUIREMENTS
In order to graduate from the program and be entitled to state licensure, students must complete a minimum of 120 hours of study which include the following requirements:

- University General Education Program
- Professional Education Coursework

- Approved Minor or Area of Concentration
- Additional Courses and Tests Required for State Licensure
- Program Completion Criteria
- To meet graduation requirement of 120 hrs.

Required Professional Education Courses

EDFN-305 Philosophical and Historical Foundations of Public Education	3 cr.
EDFN-306 Education and Individual Differences (Prerequisite for ELED 301)	3 cr.
EDFN-307 Psychology of Instruction and Learning	3 cr.
ELED-301 Curriculum of the Elementary School (Prerequisite for all methods courses)	3 cr.
ELED-302 WIP: Methods of Teaching Language Arts - Elementary School	3 cr.
ELED-304 Methods of Teaching Social Studies Elementary School	3 cr.
ELED-305 Methods of Teaching Science Elementary School	3 cr.
ELED-306A Methods of Teaching Reading Elementary School with Clinical	3 cr.
ELED-310 Methods of Teaching Mathematics	3 cr.
ELED 328 Clinical Experience (100 hours) (Must be taken concurrently with ELED 306A)	1 cr.
ELED 329 Student Teaching in Elementary Ed	9 cr.

Choose ONE of the following: 3 cr.
EDFN-313 Problems, Issues, and Practices in Education or
ELED-319 Classroom Organization and Management or
ELED-330 Creating and Using Puppetry in the Classroom
ELED-312 Teaching Strategies with Multicultural Groups

TOTAL PROFESSIONAL EDUCATION 40 cr.

Declaration of Major/Admission to Program

In order to register for ELED-301 Curriculum in the Elementary School, students must have declared their majors and be admitted to the College of Education. Students should meet with program advisors to plan their programs prior to taking EDFN-306 Education and Individual Differences. Students should complete the necessary procedures to declare their majors and pass the ILTS Test of Academic Proficiency while they are enrolled in EDFN 306. Only students who have declared their majors, or have an ACT plus writing score (22 or better) and a minimum 19 combined English/writing, or SAT 1030 composite score (critical reading & mathematics) and a minimum 450 in writing, passed the ILTS Test of Academic Proficiency and are admitted to the College of Education will be permitted to register for Elementary Education Courses. An NEIU GPA of 2.5 is required to declare a major.

AREAS OF CONCENTRATION

Minor Subject Area – 18 credit Hours minimum

Students may select and declare a minor or an area of concentration from the approved list below. Students who declare a minor must meet the requirements of the department in which the minor is housed, completing at least 18 credit hours, 9 of which must be at the 300-level. Students who choose to complete an area of concentration must complete a total of 18 credit hours in the area, 9 of which must be at the 300-level.

APPROVED MINORS/ AREAS OF CONCENTRATION:

African and African American Studies, Anthropology, Art (studio), Asian Studies, Biology, Chemistry, Earth Science, Economics, English, Foreign Language (one language of study), Geography (excluding Environmental Studies), History, Interdisciplinary English Studies, Inner City Careers, Latino and Latin American Studies, Linguistics, Mathematics, Math and Sciences Concept, Music, Philosophy, Physics, Political Science, Psychology, Sociology and Teaching English as a Second Language.

Requirements for teaching middle school (grades 5-8) are included within the course requirements for Elementary Education, with the exception of the middle school advisory component. This component is included in EDFN-313:

Problems, Issues, and Practices in Education. Students who wish to earn middle school endorsement should take this course as their program elective.

The above requirements apply to undergraduate transfer students and graduates of accredited universities (Second B.A. or TCP Programs). All students must consult with a Program Advisor in the Elementary Education Program.

Elementary Education Professional Sequence with Admission and Retention Requirements

Each level must be completed to move forward.

- A 2.75 GPA must be maintained in professional sequence coursework.
- A 2.5 GPA must be maintained overall. (If GPA levels are not maintained, student will not be allowed to proceed through the program).

Level 1:
Complete EDFN 305 and 306 with "C" or better. Complete application to be admitted to College of Education

Level 2:
Enroll in ELED-301 and ELED-302 with cumulative GPA of 2.5 and declared major and COE Admission; Initial Portfolio requirement of ELED-301. Completion of Level I University Technology Competency Requirement is part of ELED-301.

- For approval to enroll in ELED 306A and ELED 328, a disposition form, with a rating of Satisfactory must be obtained from student's instructor in ELED 301. A 2nd disposition form, also with a Satisfactory rating must be obtained from the student's instructor of ELED 304, ELED 305 OR ELED 310. See Program Advisor for more information.
- Students will be prohibited from registering in ELED 301 and ELED 302 with an "I" in EDFN 305 and/or EDFN 306.
- EDFN 307 must be completed with a 'C' or better
- Attend mandatory clinical information meeting
- ELED-301 and ELED-302 must be completed with a "B" or better

Level 3:
Complete two of following: ELED 304, 305, 310
Complete EDFN 307 if not previously taken.
Attend mandatory Student Teaching Information meeting.

Level 4:
Complete ELED-306A and ELED-328 with grade of "B" or better in ELED-328.
Cumulative Portfolio required as part of ELED-306A
Complete remaining methods course: ELED 304, 305, or 310, if not previously taken
Pass the ILTS Content Area Examination, #110 Elementary
All of the above requirements must be met before proceeding into student teaching.
Attend mandatory CEST orientation meeting.

Level 5:
Complete student teaching - ELED-329.
Exit Cumulative Portfolio required in ELED-329 Student Teaching.

ELED Program Exit Criteria:
Completion of all NEIU and COE General Education Requirements.
Completion of all professional education sequence courses and requirements.
Maintain cumulative GPA of 2.5.
Maintain professional sequence GPA of 2.75.

In order for students to be entitled by NEIU for the Illinois Professional Educator License (elementary/middle grades), they must receive a "B" or better in student teaching and have passed the ILTS Test of Academic Proficiency and the ILTS Elementary/Middle Grades Content Area Test #102 APT. In order for students to be certified by the Illinois State Board of Education, they will need to have passed the appropriate ILTS Assessment of Professional Teaching test. Beginning Fall 2015 candidate must also pass the Teacher Performance Assessment (edTPA) for program completion.

Prior to student teaching, all Elementary Education majors must complete a minimum of 100 clock hours of clinical experience to be eligible for licensure in the State of Illinois. This clinical experience (completed concurrently with ELED-306A) requires placement in a public or private elementary school with a state licensed teacher. To request placement for clinical experience, students must register in the Office of Clinical Experiences and Student Teaching (Please see the section, Clinical Experiences and Student Teaching in this catalog).

In order to be considered for Clinical Experiences, students must be admitted to the College of Education and accepted into the Elementary Education Program. In addition, students must have completed EDFN-305, 306, 307; ELED-301: Curriculum in the Elementary School, ELED302: Methods of Teaching Language Arts in the Elementary School, and two other methods courses. To qualify for Student Teaching, students must maintain a minimum grade point average of 2.75 in the Professional Sequence and a 2.5 cumulative grade point average and have passed the ICTS Content Area Test.
No required professional education course may be taken more than twice to achieve an acceptable grade. To be entitled for licensure by the State of Illinois, a student must earn a grade of "B" or better in Student Teaching.

Additional Requirements for Licensure:
In addition to the successful completion of the Elementary Education major and one of the approved minors or areas of concentration, students must complete the **general education** requirements for the College of Education. These requirements are:

Requirements which are a part of Northeastern's General Education:

Fine Arts: 6 credit hours
Choice of courses from the General Education program list.

Humanities (9 hours)

English 205 Literatures & Literacies	3 cr.
To be selected	6 cr.

Behavioral and Social Science (12 hours)

HIST-214 United States History 1607-1877 or HIST-215 United States History 1877-Present	3 cr.
PSCI-AMER-216 American National Government	3 cr.
Non-Western or Third-World Cultures course HIST-111C or 111D or 111E or ANTH-212	3 cr.
GES 104 or GES 305	3 cr.

Biological & Physical Sciences (12 credit hours)
Coursework must include Biological & Physical Science (include one lab course) 12 cr.

Total 39 cr.

General Education Requirements which are not on the Gen Ed List: 21 hrs.

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 (CMTC 101 or CMTC 202). (must receive a grade of "C" or higher)
3. Nine credit hours in college level math (MATH 149 and 150). (Must receive a grade of "C" or higher)
4. HLED-107 Health for Effective Living (2 credit hours) and Physical Education Activity Course (1 credit hour.)

GRADUATE PROGRAMS

Master of Arts in Teaching

The Master of Arts in Teaching (MAT) program is designed for students with a Bachelor's degree in a field other than education and who want to become elementary or middle school teachers. Upon successful completion of our MAT program and passing scores on all required state proficiency tests students will obtain a graduate degree and State of Illinois K-9 teaching certification. All MAT courses are in the late afternoon and evening with a pre-set class schedule and sequence to allow students to complete the program in six semesters.

Each semester has students focusing on a specific educational theme: Teacher as Learner; Literacy Across the Curriculum; Teaching for Human Diversity; Curriculum & Schooling Past, Present, and Future; and Inquiry Through the Content Areas. For three semesters students are connecting those themes to their clinical teaching experiences inside K-8 classrooms. In total, the MAT program includes 200 hours of clinical teaching prior to a full-term of full-time student teaching within a grade level range of their choice (K-2, 3-5, 6-8).

The MAT program is designed to prepare teachers with the knowledge, skills, and dispositions to create dynamic, student-centered classrooms for the 21st century. As designers of creative and critical

curriculum, students will learn to truly engage their students in an exploration and understanding of our fascinating, complex, and diverse world. The MAT program has an emphasis on teaching for cultural diversity, teaching diverse students, project- and inquiry-based teaching, authentic literacy across the curriculum, technology integration, and 21st century skills.

Admission Requirements

- An undergraduate Bachelor's degree from an accredited university or college.
- A minimum grade point average of 2.75 (on a 4.0 scale).
- Passing score on the Illinois Test of Academic Proficiency (TAP). Or, in lieu of the TAP test: ACT Plus Writing composite score of at least 22 and a minimum 19 in combined English/writing or an SAT (critical reading and mathematics) composite score of 1030 and a minimum 450 in writing.
- Two letters of professional recommendation.
- A 500-word writing sample essay as part of the program application
- Meeting with the MAT Program Advisor
- On-Campus group interview and discussion with MAT applicants and a minimum of two MAT faculty members.

State Teacher Tests and Endorsements

According to Illinois state law, MAT students are required to pass: Test of Academic Proficiency (TAP), Content-Area Test, and the Assessment of Professional Teaching (APT). More information is available at: http://www.il.nesinc.com and http://www.isbe.net/licensure/requirements/toc.htm.

Starting in Fall 2015 Illinois state law requires all teachers earning initial licensure to pass the (edTPA) assessment for program completion. See your MAT program advisor for more information regarding edTPA.

Teaching 50% or more of your day in a specific middle school (grades 5-8) subject requires a content area endorsement. This endorsement requires 18 hours of general education coursework in the subject. For more information see the above websites.

Middle School Endorsement is integrated into the MAT required coursework. Students who complete the MAT program will receive a Middle School Endorsement.

Criminal Background Checks

As required by state law, students must complete criminal background checks prior to school placements in clinicals and student teaching. For more information contact the Clinical Experience and Student Teaching (CEST) Office.

Requirements for the MAT Degree

Note: 428A, 428B, and 428C do not meet as a class. See the clinical experience section below.

Term 1		
LTCY-402	Issues in Reading Instruction	3 cr.
EDFN-442	Media Technology for Educators	3 cr.
Term 2		
ELED-506	Research Methodologies for Teachers	3 cr.

ELED-435	Children's & Young Adult Literature	3 cr.
ELED-504	Teaching Writing: Purpose, Voice, Craft	3 cr.
ELED-428A	50-hour Clinical Teaching	1 cr.
Term 3		
EDFN-406	Human Development & Learning	3 cr.
BLBC-440	Teaching in Culture & Language Diverse Classrooms	3 cr.
SPED-404	Survey of the Field of Special Education	3 cr.
ELED-428B	50-hour Clinical Teaching	1 cr.
Term 4		
EDFN-405	Development of Educational Thought	3 cr.
ELED-525	New Literacies for the 21st Century	3 cr.
Term 5		
ELED-403	Methods & Problems Teaching Math	3 cr.
ELED-415	Teaching Science as Inquiry	3 cr.
ELED-416	Social Studies as Inquiry	3 cr.
ELED-428C	100-hour Clinical Teaching	1 cr.
Term 6		
ELED-429	Student Teaching	6 cr.
Total Hours		48 credit hours

Clinical Experience

The MAT program has three clinical experiences prior to student teaching, 428A, 428B, and 428C. All clinicals are a combination of classroom observation and teaching. These do not have separate classes or seminars. Each clinical experience is connected to the courses taken during the term. Discussion and assignments for the clinical experiences are integrated into the courses. The 428A and 428B clinicals are in K-5 classrooms; students will be observed teaching by their university supervisor a minimum of two times. For the 428C clinical the student is placed with a middle school team and divides the time in science, social studies, and math classrooms, and are observed teaching by their university supervisor a minimum of three times.

Student Teaching

Student teaching is full day for 16 weeks. All efforts are made to place students in classrooms in the grade range of their interest (K-2, 3-5, 6-8). All efforts are made for middle school placements to primarily be in the school subjects of the student's interest (language arts, math, science, or social studies). Students will be observed teaching by their university supervisor a minimum of five times.

MAT Program Exit Projects

During ELED 429 Student Teaching students are required to complete two projects, the Curriculum Design & Student Learning Project (CLP) and the Teacher as Learner Project (TLP). These projects include written portions and a multimedia presentation. Around Term 3 MAT students will watch graduating MAT students deliver their presentations to see what they are required to complete in Term 6.

Students graduating in Fall 2015 and after will need to successfully complete the edTPA assessment. This will be completed during ELED 429 Student Teaching.

Master of Science in Teaching & Inquiry

The Master of Science in Teaching & Inquiry (MSTI) Program is designed for certified teachers with a minimum of two years of successful K-9 teaching. This program has five key features:

• Students design half of their program to focus on the areas of professional growth they are most interested in pursuing.
• The program takes 5 terms to complete. Each term students take one required core course and one elective. (Term 4 also includes a required 1 credit hour research seminar.)
• Upon acceptance into the program students meet with a program advisor to create an Electives Plan based on their Professional Goals. This plan may change as students progress through the program based on their evolving interests.
• One elective can be a general education course in the College of Arts and Sciences to improve content knowledge in a subject the student teaches (i.e. history, writing, math, etc.)
• Students will design and implement an original action research project in their classroom based on a specific research/education interest that is developed with program faculty.

The MSTI program is designed to cultivate teachers who are critical and creative educators, connect theory to classroom practice, develop a 21st century classroom curriculum for the success of all students, understand 21st century teaching methodologies, and becoming educational change agents. The program core courses have a focus that includes: critical thinking, human diversity, teaching diverse students, teaching 21st century skills, inquiry- and project-based curriculum design, and action research.

Classroom Visitations

Over the five terms of the program students will make two classroom visits. MSTI students choose another MSTI student's classroom (in a different school) to visit.

Admission Requirements

- An undergraduate Bachelor's degree from an accredited university or college.
- Current and valid state teacher licensure
- Two letters of recommendation as part of the program application. One must be written by a teacher or administrator at the applicant's school or previous school.
- Evidence of a minimum of 2 years of successful K-9 teaching.
- A 500-word essay as part of the program application.
- On-campus group interview with other MSTI applicants and a minimum of 2 program faculty members.
- Three artifacts that are representative of their teaching, such as an overview of a unit or examples of student work, will be brought to the interview.

Requirements for the MSTI Degree

Term 1

ELED-506	Research Methodologies for Teachers	3 cr.
Elective 1		3 cr.

Term 2

ELED-525	New Literacies for the 21st Century	3 cr.
Elective 2		3 cr.

Term 3

ELED-520	Curriculum and Inquiry	3 cr.
Elective 3		3 cr.

Term 4

BLBC-439	Ethnic Diversity in Our Schools	3 cr.
ELED-507	Action Research Design Seminar	1 cr.
Elective 4		3 cr.

Term 5

ELED-508	Action Research Project	3 cr.
Elective 5		3 cr.

Total Hours 31 credit hours

Students can take any graduate (400 level) course offered in the Teacher Education Department, the Department of Literacy Education, and Educational Inquiry and Curriculum Studies. They can take graduate courses in Special Education and Educational Leadership and Development with the approval of their MSTI program advisor and the selected department. They can take one course in the College of Arts & Sciences to improve specific content knowledge that they teach (i.e. history, math, writing, etc.). This course must be approved by the program advisor.

Action Research Project

In Term 4 in ELED 507 Action Research Design Seminar students will design an original research project they will conduct in their own classroom in Term 5. (If a student is not currently in a classroom, another classroom is used for their action research project.) Students will write their research as an Action Research Paper and share their project in a multimedia presentation in the Action Research Forum. All MSTI students attend the Action Research Forum so they see what they will need to complete when they do their own action research project.

Teacher as Learner Project

In ELED 508 MSTI students also complete the Teacher as Learner Project (TLP). This project is designed for students to show how their thinking and practice have changed.

COURSE OFFERINGS

ELED-301 Curriculum of the Elementary School, 3 cr. The relationship of theory to practice is studied in a variety of elementary and middle school 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 students with special needs are explored. Prereq: EDFN-306 and COE admission, concurrent course ELED-302, and COE Admission.

ELED-302 WIP: Methods of Teaching Language Arts Elementary School, 3 cr. 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 multicultural settings. Attention given to linguistically and culturally diverse learners and students with special needs in the regular and middle school classroom. Emphasis on intermediate and middle school grades. Concurrent course.: ELED-301, and COE admission.

ELED-304 Methods of Teaching Social Studies-Elementary School, 3 cr. A study of instructional methods and materials for teaching social studies to all students, including exceptional students. 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 and global issues. Classroom management techniques conducive to the implementation of successful individual and group unit projects are investigated. Emphasis on intermediate and middle school grades. Prereq.:ELED-301 and 302, and admission to COE.

ELED-305 Methods of Teaching Science Elementary School, 3 cr. A study of instructional methods and materials for teaching science to all students including linguistically and culturally diverse learners and exceptional children. 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. Emphasis on intermediate and middle school grades. Prereq.: ELED-301 and 302 and admission to COE.

ELED-306A Methods of Teaching Reading-Elementary School with Clinical Experience, 3 cr. Examines current issues and research in the teaching of reading. Emphasis is given to exploring the instructional methods and materials for teaching reading to all students including linguistically and culturally diverse learners and students with special needs. Principles of classroom management are included. Accompanied by 100 hours of supervised, sequential clinical experiences culminating in teaching student developed instructional units. Emphasis on intermediate and middle school grades. Prereq.: TED- ELED-301, ELED/BLBC 302, two additional methods courses and admission to COE, coreq. ELED-328

ELED-306B Methods of Teaching Reading-Elementary School without Clinical Experience, 3 cr. For non-program students who do not need the 100 hours of supervised, sequential clinical experiences.

ELED-310 Methods of Teaching Mathematics-Elementary School, 3 cr. Development of methods, techniques, and teaching aids for the teaching of mathematical concepts to all children including exceptional and gifted students in multicultural classrooms. Appropriate techniques in classroom management are included. Emphasis on intermediate and middle school grades. Prereq.: ELED-301 and 302, with a grade of "B" or higher and admission to COE.

ELED-312 Teaching Strategies For English Language Learners & Multicultural Students, 3 cr. This course explores a variety of cultural values, languages, and the process of social integration of American ethnic groups that children bring to middle level classrooms and the teacher's role in enhancing each Early Adolescence's learning experiences. Decision making skills in selecting content area instructional strategies for English Language Learners and Multicultural groups will be the emphasis. Field experiences will be done in conjunction with course assignments.

ELED-315 Teaching in the Inner City Elementary School, 3 cr. 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. Prereq.: ELED-301, 302.

ELED-319 Classroom Organization and Management, 3 cr. 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 learner in the elementary school classroom. Prereq.: ELED-301, 302 and admission to COE.

ELED-328 Clinical Experience in Elementary Education, 1 cr. Provides intensive clinical experience in elementary schools for students enrolled in ELED-306A. Involves supervised and graduated teaching

interactions with children in selected subject areas. Bi-weekly seminars scheduled. Fulfills a minimum of 100 clock hours of clinical experiences required by the state for certification. Prereq.: B or better in ELED301, 302, two additional methods courses and consent of chairperson; passing score on ICTS Subject Area Examination. Concurrent registration ELED-306A.

ELED-329 Student Teaching in Elementary Education, 9 cr. 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 seminars. Regular visits and conferences with university supervisors. Prereq.: successful completion of all course work in ELED/BLBC Education major, approval of department chairperson and coordinator of student teaching, and admission to COE; Passing score on ICTS Content Exam.

ELED-330 Creating and Using Puppetry in the Classroom, 3 cr. This is a hands-on elementary education elective course in puppetry and marionette making and its implementation for use in the classroom. The class format consists of the creation of a hand puppet and marionette and the development of procedures for their use in the classroom by teachers and students. Puppetry will be viewed as learning and teaching methodology in which teachers can foster and encourage creativity and higher teaching methodology in which teachers can foster and encourage creativity and higher level thinking skills, including divergent thinking and problem solving techniques. Puppetry will also be viewed as part of the curriculum in which students can become involved in the development of story in literature and drama. This class with its hands-on approach to puppetry teaches the importance of using arts in education as a vehicle for learning.

ELED-403 Problems in Elementary Mathematics Instruction, 3 cr. 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. Prereq.: graduate standing.

ELED-405 Problems in Elementary Social Studies Instruction, 3 cr. 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. Prereq.: graduate standing.

ELED-406 Research Skills for the Classroom Teacher, 3 cr. Enables the 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. Prereq.: graduate standing.

ELED-414 Principles of Curriculum Development, 3 cr. 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. Prereq.: graduate standing.

ELED-415 Teaching Science As Inquiry In Elementary And Middle School, 3 cr. Students are provided with the theoretical and practical framework to learn about the nature of science and methods of inquiry in teaching science. This course is a study of instructional methods and curricula for teaching science to all students, including linguistically and culturally diverse learners and exceptional children. The emphasis is on the development of inquiry-based lessons to promote scientific process skills using hands-on/minds-on experimentation. Classroom management strategies conducive to the implementation of successful individual and group science investigations are included. Emphasis is on grades K-8. Prereq.: *ELED 506, EDFN 442 or program approval.*

ELED-416 Social Studies as Inquiry, 3 cr. A study of instructional methods and resources for teaching social studies in elementary and middle school grades with an emphasis on creating an inquiry classroom and designing inquiry-based and project-based curriculum units. Explores the vital role of

social studies in a democratic society, teaching critical thinking, decision-making, and problem solving skills. Includes a focus on curricular integration of cultural diversity, global awareness, technology, and integrating children's and middle grades literature in social studies. Students will also explore teaching skills for reading and writing informational texts in social studies. ELED 428C Inquiry Through the Content Areas Clinical will be taken simultaneously and students will do about 35 hours of clinical teaching in a middle grade social studies classroom. Prereq.: *ELED 506, EDFN 442 or program approval.*

ELED-417 Multicultural Literature and Drama in the Elementary Classroom, 3 cr. Develops an in-depth understanding of multicultural literature and its application in the classroom through creative drama techniques which include improvisation, role-play, playmaking and guided imagery. Study, discussion, and hands-on application through cooperative learning groups focusing on exploration of theoretical and pedagogical research and their relationship to thinking, listening, speaking, reading and writing competencies. Exploration of the use of visual arts and its application to the multicultural classroom. Prereq.: ELED 414, EDFN 416 and ELED 419.

ELED-418 Theoretical Implications for Elementary Classroom Instruction, 3 cr. The contributions of learning theorists 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. Prereq.: graduate standing and consent of instructor.

ELED-419 Current Issues in Elementary Language Arts Instruction, 3 cr. Development of an understanding of principles and techniques of instruction in elementary school language arts; students will investigate research as it relates to the improvement of instruction in language arts. Prereq.: graduate standing.

ELED-428A Clinical Teaching: Literacy, 1 cr. This 50-hour clinical teaching experience involves supervised, graduated, and interactive teaching situations with students in culturally and linguistically diverse school settings. This clinical experience has a thematic focus on teaching reading, writing, and speaking. Clinical seminar is integrated into ELED 504 and ELED 435. Students will conduct classroom observations and will spend a minimum of 35 hours teaching one-on-one, in small groups, and with the whole class. A university supervisor will observe students teaching a minimum of two times. Prereq.: ELED 506 and EDFN 442.

ELED-428B Clinical Diversity, 1 cr. This 50-hour clinical experience involves supervised, graduated, and interactive teaching situations with students in culturally and linguistically diverse school settings. This clinical experience has a thematic focus on teaching for human diversity, including cultural, linguistic, English language learners, students with special needs, gender, LGBTQ, and socioeconomic. Clinical seminar is integrated into BLBC 440. Students will conduct classroom observations and will spend a minimum of 35 hours teaching one-on-one, in small groups, and with the whole class. A university supervisor will observe students teaching a minimum of two times. Prereq.: *ELED 506, EDFN 442*

ELED-428C Clinical Teaching: Content Areas, 1 cr. This 100-hour clinical teaching experience involves supervised, graduated, and interactive teaching situations with students in culturally and linguistically diverse school settings. This clinical experience has a thematic focus on Inquiry Through the Content Areas (mathematics, science, and social studies). This course has seminar integrated into ELED 403 and ELED 415. Students will spend approximately of 35 hours observing and teaching one-on-one, in small groups, and with the whole class in each math, science, and social studies. A university supervisor will observe students teaching a minimum of three times, once per subject. Prereq.: *ELED 506, EDFN 442*

ELED-429 Internship in Elementary Education, 6 cr. Students are engaged in full-time student teaching for the entire semester. With support from their cooperating teacher and university supervisor students gradually increase their classroom responsibilities and then assume complete responsibility for all curriculum planning and teaching for five weeks. Students will design and teach an original intructional unit. In this course students complete their Curriculum Design & Student Learning Project (CLP) and

their Teacher as Learner Project (TLP). Students wil be observed a minimum of five times by their university supervisor. Prereq.: Completion of all MAT program courses, passing score on the Content Area Test, and passing score on the APT Test.

ELED-430 Trends and Issues in Assessment, 3 cr. Reviews principles of educational testing and evaluation. Explores trends and critical issues in assessment with emphasis on the teacher's role in relating assessment to instructional objectives. Provides opportunities for students to study assessment strategies and issues specific to the level (elementary or secondary), linguistic-cultural background, and subject-matter area of their teaching or internship assignment. Prereq.: Graduate standing.

ELED-435 Children's and Young Adult Literature, 3 cr. Students will read, peruse, and study all genres of diverse literature written for elementary and middle school students, grades 3-8, as well as some appropriate young adult literature. Topics emphasized are: identifying and locating high quality books, evaluating books for appropriate developmental stages, critical reading, integrating literature across the curriculum, designing curriculum with literature, teaching reading with literature, creating classroom libraries, using a wide variety of multicultural and global literature, connecting books to real-world resources, using literature to cover standards, motivating students to read, and appreciating good writing. Co-requisites: ELED 504 and ELED 428A. Prereq.: ELED 506, EDFN 442 or program approval.

ELED-504 Teaching Writing: Purpose, Voice, Craft, 3 cr. This course is designed to provide teacher candidates with an in-depth exploration of Writer's Workshop and the theory, best practices, curriculum design and materials used in writing in the K-8 school setting. Candidates will engage in writing in a variety of genres using the Writing Workshop model. The course addresses differentiating instruction to meet the needs of diverse learners. Co-requisites: ELED 435 and ELED. Prereq.: ELED 506, EDFN 442 or program approval

ELED-506 Research Methodologies for Classroom Teachers, 3 cr. A general survey of qualitative and quantitative research methods in educational research. The aim of this course is to develop candidates' abilities to design and conduct classroom-based inquiry related to teaching and learning. This course is designed to make candidates knowledgeable consumers of academic research. The survey of methods includes; a brief analysis of paradigms in qualitative and quantitative research, a discussion of the inquiry process, and an synthesis of research designs including; survey, narrative, experimental, ethnographic, correlation, case study, and action research. Action research design is discussed in details. This course is the first course in the sequence of 3 research courses (ELED 506, ELED 507, ELED 508). Prereq: graduate standing.

ELED-507 Action Research Design Seminar, 1 cr. Candidates will design an action research plan that involves identifying a significant problem related to student learning in their current classroom. Candidates will locate and review relevant research on the designated problem, and design an intervention plan that will allow the candidate to examine the impact of instructional procedures or interventions on student learning. Candidates will develop reflective decision-making in using data to improve learning in elementary classrooms. Prereq.: ELED 506, ELED 520, ELED 525, BLBC 439.

ELED-508 Action Research Project, 3 cr. This course guides students through finalizing their action research design, implementing that design, collecting data, analyzing their data, and writing their action research paper. Students will implement their action research project in their classroom with a focus on understanding the process of data collection and analysis. Students will write their project as a major paper (including the literature study they completed in ELED 507 Action Research Design Seminar), and formally present their project as a PowerPoint to the class. This is a thesis-model hybrid course with some of the work and feedback given online and in conferences with the Instructor. Prereq.: ELED 506, ELED 507, ELED 520, ELED 525, BLBC 439.

ELED-520 Curriculum and Inquiry, 3 cr. This course is an overview of curriculum theory, development, design, and implementation for the experienced classroom teacher. The focus is on understanding the theory and practice of inquiry-based and project-based curriculum across subject disciplines, authentic

literacy, and finding and using interesting and diverse real-world resources. Course emphasis is also on the history of curriculum development and schooling; and creating multicultural, critical, and creative curriculum that integrates technology, the arts, critical thinking, and standards. Students will critique and analyze their school curriculum and resources, and design curricular units for their own classroom. Prereq.: ELED 506, ELED 525 or program approval.

ELED-525 New Literacies for the 21st Century, 3 cr. This course explores how the ideas and understandings of "literacy" have changed and evolved over the past century, the new literacies that are vital to life in the 21st century, and strategies for teaching those literacies. This course develops an understanding of designing curriculum and strategies for teaching critical thinking skills; collaboration; problem solving skills; media, technology, and information literacy; creativity and imagination; innovative thinking; civic, multicultural, and global literacy; critical literacy; environmental literacy; and systems thinking. The course will begin to study the theory and practice of inquiry-based, project-based, and problem-based teaching and learning, as well interdisciplinary curriculum and different forms of 21st century assessment, such as student exhibitions and presentations. Prereq.: graduate standing. For MSTI students: ELED 506 or For MAT students: ELED 506 or EDFN 442.

SPECIAL LICENSURE and/or ENDORSEMENT PROGRAMS

Teacher Licensure Program (TLP) for Post-Baccalaureate Students

This program is designed for returning students with degrees in fields other than education who wish to obtain teaching licensure in the following areas:

Elementary Education, Grades K-9
Secondary Education, Grades 6-12 Biology, English, History, Health, Mathematics
Art, Music Education, French, PE, Spanish, Grades K-12

Coursework consists of blocks of undergraduate courses and does not lead to a master's degree. (EXCEPTION: there is an option for combining certification with a Master's Degree in content specific areas. Contact the Graduate College for details.)

Admission Requirements:

- Bachelor's degree from an accredited college or university.
- Minimum undergraduate GPA of 2.5 (4.0 scale). Students with an advanced degree from an accredited university are excused from this requirement.
- Passing score on ILTS Test of Academic Proficiency or ACT or SAT.

Bilingual/ESL/Endorsement: Elementary education program students have the option of taking coursework leading to an approval/endorsement in Bilingual/Bicultural Education. Contact: Dr. Judy Yturriago, BLBC Coordinator.

NOTE: Returning students interested in Elementary Education licensure with Bilingual approval may instead pursue a Bilingual/Bicultural Education Master of Arts in Teaching. See the Bilingual/Bicultural program section of the Teacher Education Department in this catalog for admission and program requirements.

Middle School Endorsement: Students who wish to receive Middle School Endorsement should contact the TED Dept. at 773-442-5380.

State teacher examinations: Program students must also pass the ILTS Test of Academic Proficiency and the appropriate content-area test. (e.g. Elementary Education, Biology). Students at program completion must also take the Assessment of Professional Teaching Test. Information on these tests is available from the TLP Advisor at 773-442-5374.

Elementary Education Endorsement
Requirements:

Professional Sequence	40 cr.
Area of Concentration	18 cr.

Approved areas are:

Anthropology	History
Art (studio)	Linguistics
Asian Studies	TESL
Biology	Mathematics
Chemistry	Music
Earth Science	Philosophy
Economics	Physics
English	Political Science
Foreign Language	Psychology
Geography (except environmental studies)	Sociology
	Theater (transfer only)

General Education Requirements of the Illinois State Board of Education for Elementary Education: A total of 57 credit hours of general education coursework is required. This includes six hours of written communication, three hours of oral communication, six hours of mathematics, 12 hours of biological and physical sciences (including one lab), courses in English, U.S. History, American government, a non-Western/Third World course, and coursework in health/ physical development. The program also requires a course in art and in music.

NOTE: Returning students interested in Elementary Education endorsement with a concentration in Language Arts may instead pursue a Master of Arts in Teaching: Language Arts-Elementary. See the Language Arts Program in the Department of Educational Inquiry and Curriculum Studies Section in this catalog for admission and program requirements.

Music K-12 Endorsement
For information on the Music K-12 certification program, contact the Music Department.

6-12 and K-12 Education Endorsement
Requirements:
Professional Sequence 28 cr.
Major area: Must meet Northeastern's major in one of the following academic areas:

Art K-12	History
Biology	Mathematics
English	Music K-12
French K-12	Physical Education K-12
Health Education	Spanish K-12

Middle School Endorsement for Licensed Teachers
The Middle School Endorsement is required by the State of Illinois for all teachers of children in grades 5-8 where fifty percent or more of the teaching assignment is to a position comprised of a single subject area of instruction.

Undergraduate elementary and, 6-12 will be granted this endorsement if they complete all their program requirements and also complete EDFN-313.

HPERA students should consult their advisor or the Middle School Coordinator.

Students with baccalaureate degrees and initial licensure as teachers in Illinois will be eligible for the middle school endorsement by taking the following courses:

EDFN-420A Seminar in Development and Learning: Contemporary Issues in Middle Level Education
AND
EDFN-421 Middle School Advisory and Counseling

Northeastern has also prepared a course sequence for middle school teachers which is intended to be taken by groups of teachers at a given school in order to effect total school change. Students with questions on the Middle School Endorsement should consult the Middle School Coordinator in the Department of Educational Inquiry and Curriculum Studies.

FACULTY and ADMINISTRATION

ACIOLI, PAULO, Ph.D., University of Illinois (Champaign), Associate Professor, Physics
ADAMS, ANTHONY E., Ph.D., University of South Florida, Associate Professor, Communication, Media & Theatre
ADEODU, RACHEL A., Ph.D., University of Alberta, Associate Professor, Teacher Education
ADLER, RACHEL, Ph.D., The Graduate School and University Center (CUNY), Assistant Professor, Computer Science
ADLER, WILLIAM, Ph.D., The Graduate School and University Center (CUNY), Assistant Professor, Political Science
AFIFI, RASOUL, Ph.D., North Texas State University, Associate Professor, Management
AL-BAZI, SARGON JOHN, Ph.D., University of Manitoba, Professor, Chemistry
ALIABADI, SARA, Ph.D., The University of Memphis, Assistant Professor, Accounting
ALI, SUNNI, Ed.D., Roosevelt University of Chicago, Assistant Professor, Educational Inquiry and Curriculum Studies
ALVAREZ, RENE LUIS, Ph.D., University of Pennsylvania, Assistant Professor, Educational Inquiry and Curriculum Studies
ALVAREZ JR., WILFREDO, Ph.D., University of Colorado at Boulder, Assistant Professor, Communications, Media & Theatre
AMBRIZ, KIMBERLY R., M.F.A., University of Iowa, Associate Professor, Art
AMOS, MAUREEN T., M.A., DePaul University, Director of Financial Aid
ANDERSON, GREGORY W., Ph.D., University of California, Professor, Physics
ANDERSON, JACQUELINE, Ph.D., Loyola University of Chicago, Assistant Professor, Social Work
ANIL PILLAI, DEEPA, Ph.D., Southern Illinois University (Carbondale), Assistant Professor, Management and Marketing
ANNARELLA, LORIE A., Ed.D., University of Pittsburgh, Associate Professor, Teacher Education
ARDIES, C. MURRAY, Ph.D., University of Texas at Austin, Professor, Health, Physical Education, Recreation and Athletics
ARMATO, MICHAEL, Ph.D., New York University, Associate Professor, Sociology and Women's Studies
ARTALEJO, LUCRECIA, Ph.D., Cornell University, Associate Professor, World Languages and Cultures (Spanish)
AVILES DE BRADLEY, ANN M., Ph.D., University of Illinois at Chicago, Assistant Professor, Educational Inquiry and Curriculum Studies
AYMAN-NOLLEY, SABA, Ph.D., University of Chicago, Professor, Psychology and International/ Intercultural Studies
BAE, SANGMIN, Ph.D., Purdue University, Associate Professor, Political Science
BAI, HUA, Ph.D., Purdue University, Associate Professor, Educational Inquiry and Curriculum Studies
BANAS, JENNIFER R., Ed.D., Northern Illinois University, Assistant Professor, Health, Physical Education, Recreation and Athletics
BANNISTER, SHELLEY, J.D., Ph.D., University of Illinois, Distinguished Professor, Justice Studies and Women's Studies
BARDEN, KIMYA, Ph.D., Loyola University of Chicago, Assistant Professor, Educational Inquiry and Curriculum Studies
BARNETT, TIMOTHY, Ph.D., Ohio State University, Associate Professor, English
BEATY, LEE ALAN, Ph.D., University of Illinois (Chicago), Professor, Counselor Education
BEDELL, MICHAEL, Ph.D., Indiana University, Professor, Management & Marketing, Acting Dean, College of Business and Management

BELL-JORDAN, KATRINA, Ph.D., Ohio University, Professor, Communication, Media and Theatre, Associate Dean, College of Arts & Sciences
BENJAMIN, RUSSELL, Ph.D., University of Florida, Associate Professor, Political Science
BERLIN, LAWRENCE N., Ph.D., University of Arizona, Professor, Teaching English as a Second/Foreign Language, Director of International Programs
BETHEA, SHARON, Ph.D., University of Missouri at Columbia, Associate Professor, Counselor Education
BEYDA, SANDRA, Ph.D., Purdue University, Professor, Special Education
BIRD, KATHERINE, Ph.D., University of Illinois (Chicago), Assistant Professor, Mathematics
BISBEY, BRANDON, Ph.D., Tulane University of Louisiana, Assistant Professor, World Languages and Cultures (Spanish)
BOFMAN, THEODORA, Ph.D., University of Michigan, Distinguished Professor, Teaching English as a Second/ Foreign Language
BOHR, LOUISE, Ph. D., University of Illinois (Chicago), Professor, Reading
BOLTERSTEIN, ELYSE A., Ph.D., University of Wisconsin- Madison, Assistant Professor, Biology
BRAKE, ANDREW W., Ph.D., Univesity of Chicago, Assistant Professor, Social Work
BRELIAS, ANASTASIA, Ph.D., University of Colorado (Boulder), Assistant Professor, Educational Inquiry and Curriculum Studies
BROUWER POTTS, NATALIE, J.D., Cornell Law School, Director of Equal Opportunity, Affirmative Action and Ethics Compliance
BROWN, DEON W., J.D., Loyola University of Chicago, Associate Director, Center for College Access and Success
BROWN, KATHLEEN LEE, Ph.D., Purdue University, Associate Professor, Special Education
BUELL, MARCIA, Ph.D., University of Illinois (Urbana), Assistant Professor, English
BUENO, CHRISTINA M., Ph.D., University of California (Davis), Associate Professor, History
BULTINCK, HOWARD, Ph.D., Northwestern University, Associate Professor, Educational Leadership and Development
BUSH, LYNN, Ph.D., University of Illinois (Chicago), Professor, Educational Leadership and Development
BYARD, VICKI, Ph. D., Purdue University, Professor, English and Women's Studies
CANNON, ELLEN S., Ph.D., University of Massachusetts, Professor, Political Science and Women's Studies
CAPPECK, JOHN, M.B.A. (Finance, Management Information Systems), Dominican University, Director, ERP Integrated Applications
CAPEHEART, LORETTA, Ph.D., Texas Women's University, Associate Professor, Women's Studies
CARLSEN, ANTHONY, B.S., Northeastern Illinois University, Webmaster Coordinator, University Media Services
CASEY, JOHN P., Ph.D., Loyola University Chicago, Associate Professor, Philosophy
CAVERT, CHRISTOPHER, Ed.D., Northern Arizona University, Assistant Professor, Health, Physical Education, Recreation and Athletics
CHAKONAS, ELAINE P., Ed.D., Loyola University (Chicago), Professor, Teacher Education
CHANG, PETER, Ph.D., University of Illinois (Urbana), Professor, Music
CHAUDRI, AMINA, Ph.D., University of Illinois (Chicago), Assistant Professor, Teacher Education
CHEN, HONG-GEE (ANDY), Ph.D., University of Tennessee, Associate Professor, Accounting
CHEN, MEI-WHEI, Ph.D., Indiana University, Professor, Counselor Education
CHEN, RING, Ph.D., C.P.A., University of Florida, Associate Professor, Accounting
CHURCH, RUTH, Ph.D., University of Chicago, Professor, Psychology
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ACADEMIC CALENDAR

FALL SEMESTER 2014

April 14 - August 21	Registration
August 23 Saturday	Saturday Classes Begin-Fall Semester Begins
August 24 Sunday	Sunday Classes Begin
August 25 Monday	Weekday Classes Begin
September 1 Monday	Labor Day Holiday
November 27 Thursday	Thanksgiving Holiday
28 Friday	
29 Saturday	
30 Sunday	
December 6 Saturday	Final Exams for Saturday Classes
December 8 Monday	Last Day of Classes
December 9-11 Tuesday-Thursday	Final Examinations
December 12 Friday	Final Examinations for Friday only classes
December 14 Sunday	Commencement - Tentative
December 15 Monday	Fall Semester Ends- Grades Due Midnight
December 16, 2014 - January 1, 2015	Recess

SPRING SEMESTER 2015

October 20, 2014 - January 1, 2015	Registration
January 5 Monday	Classes Begin-Spring Semester Begins
January 19 Monday	Martin Luther King, Jr.'s Birthday Holiday
February 12 Thursday	Lincoln's Birthday Holiday
March 16 - 22 Monday - Sunday	Spring Recess
April 25 Saturday	Final Exams for Saturday Classes
April 27 Monday	Last Day of Classes
April 28 – 30 Tuesday - Thursday	Final Examinations
May 1 Friday	Final Examinations for Friday only classes
May 5 Tuesday	Spring Semester Ends- Grades Due Midnight
May 11 Saturday	Commencement - Tentative
May 6 - 10	Recess

SUMMER SESSION IA 2015 (6 1/2 week)

February 23 – May 13	Registration
May 15 Friday	Classes Begin-Summer Session IA Begins
May 25 Monday	Memorial Day Holiday
June 23 Tuesday	Last Day of Classes
June 24 Wednesday, 25 Thursday	Final Examinations
June 30 Tuesday	Summer Session IA Ends- Grades Due Midnight

SUMMER SESSION 1 2015 (13 week)

February 23 – May 13	Registration
May 15 Friday	Classes Begin-Summer Session 1 Begins
May 25 Monday	Memorial Day Holiday
July 3 Friday	Independence Day Holiday - Observed
August 1 Saturday	Final Exams for Saturday Classes
August 3 Monday	Last Day of Classes
August 4 Tuesday 5 Wednesday 6 Thursday 10 Monday	Final Examinations
August 12 Wednesday	Summer Session I Ends- Grades Due Midnight

SUMMER SESSION II 2015 (6 1/2 week)

February 23 - June 25	Registration
June 26 Friday	Classes Begin-Summer Session II Begins
July 3 Friday	Independence Day Holiday - Observed
August 4 Tuesday	Last Day of Classes
August 5 Wednesday 6 Thursday	Final Examinations
August 12 Wednesday	Summer Session II Ends Grades Due Midnight
August 13 - 21	Recess

Fall 2015

Monday, February 23, 2015 - Friday, August 21, 2015	Registration Begins/Ends
Saturday, August 22, 2015	Saturday Classes Begin
Sunday, August 23, 2015	Sunday Classes Begin
Monday, August 24, 2015	Weekday Classes Begin
Monday, September 07, 2015	Labor Day Holiday - University Closed/No Classes
Thursday, November 26, 2015 - Sunday, November 29, 2015	Thanksgiving Holiday - University Closed/No Classes
Tuesday, December 15, 2015	Final Examinations for Saturday Classes
Monday, December 07, 2015	Last Day of Classes
Tuesday, December 8, 2015 - Thursday, December 10, 2015	Final Examinations
Friday, December 11, 2015	Final Examinations for Friday-only Classes
Monday, December 14, 2015	Fall Semester Ends - Grades Due at 11:59 p.m.
TBD	Commencement
Tuesday, December 15, 2015 - January 1, 2016	Recess

Spring 2016

Monday, October 19, 2015 - Friday, January 8, 2016	Registration Begins/Ends
Monday, January 11, 2016	Classes Begin
Monday, January 18, 2016	Martin Luther King, Jr.'s Birthday - University Closed/No Classes
Friday, February 12, 2016	Lincoln's Birthday - University Closed/No Classes
Monday, March 21, 2016 - Sunday, March 27, 2016	Spring Break
Saturday, April 30, 2016	Final Examinations for Saturday Classes
Monday, May 02, 2016	Last Day of Classes
Tuesday, May 3, 2016 - Thursday, May 5, 2016	Final Examinations
Friday, May 6, 2016	Final Examinations for Friday-only Classes
Tuesday, May 10, 2016	Spring Semester Ends - Grades Due at 11:59 p.m.
TBD	Commencement
Wednesday, May 11, 2016 - Thursday, May 19, 2016	Recess

Summer Session IA 2016 (6.5 weeks)

Monday, February 22, 2016 - Thursday, May 19, 2016	Registration Begins/Ends
Friday, May 20, 2016	Classes Begin
Monday, May 30, 2016	Memorial Day - University Closed/No Classes
Tuesday, June 28, 2016	Last Day of Classes
Wednesday, June 29, 2016 - Thursday, June 30, 2016	Final Examinations
Tuesday, July 05, 2016	Summer Session IA Ends - Grades Due at 11:59 p.m.

Summer Session I 2016 (13 weeks)

Monday, February 22, 2016 - Thursday, May 19, 2016	Registration Begins/Ends
Friday, May 20, 2016	Classes Begin
Monday, May 30, 2016	Memorial Day - University Closed/No Classes
Tuesday, July 05, 2016	4th of July - University Closed/No Classes
Saturday, August 06, 2016	Final Examinations for Saturday Classes
Monday, August 08, 2016	Last Day of Classes
Tuesday, August 9, 2016 - Friday, August 12, 2016	Final Examinations
Wednesday, August 17, 2016	Summer Session I Ends - Grades Due at 11:59 p.m.

Summer Session II 2016 (6.5 weeks)

Monday, February 22, 2016 - Thursday, June 23, 2016	Registration Begins/Ends
Friday, June 24, 2016	Classes Begin
Monday, July 04, 2016	4th of July - University Closed/No Classes
Tuesday, August 09, 2016	Last Day of Classes
Wednesday, August 10, 2016 - Thursday, August 11, 2016	Final Examinations
Wednesday, August 17, 2016	Summer Session II Ends - Grades Due at 11:59 p.m.
Thursday, August 18, 2016 - Friday, August 26, 2016	Recess

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