

2011

Northeastern Illinois University, 2011-2012 Academic Catalog, "Be Connected, Be Informed, Be Yourself"

Northeastern Illinois University

Follow this and additional works at: <https://neiudc.neiu.edu/catalogs>

Recommended Citation

Northeastern Illinois University, "Northeastern Illinois University, 2011-2012 Academic Catalog, "Be Connected, Be Informed, Be Yourself"" (2011). *Course Catalogs*. 53.
<https://neiudc.neiu.edu/catalogs/53>

This Book is brought to you for free and open access by the NEIU Archives at NEIU Digital Commons. It has been accepted for inclusion in Course Catalogs by an authorized administrator of NEIU Digital Commons. For more information, please contact neiudc@neiu.edu.

Northeastern

ILLINOIS UNIVERSITY

BE

CONNECTED



BE

INFORMED



BE

YOURSELF



2011-2012
Academic Catalog



GENERAL INFORMATION 2011-2012

NORTHEASTERN ILLINOIS UNIVERSITY

5500 N. ST. LOUIS

CHICAGO, ILLINOIS 60625

Telephone: 773 / 583-4050

Fax: 773 / 442-4900

Home Page: www.neiu.edu

BOARD OF TRUSTEES

Carlos M. Azcoitia, Chair

Carole Balzekas

Omar A. Duque, Secretary

Edward G. Dykla

Marvin Garcia

Jin Lee, Vice-Chair

Jonathan J. Stein

Winston A. Rysdahl, Student Trustee

Sharon K. Hahs, President

This issue of the Northeastern Illinois University Catalog is for the academic period 2011-2012. 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.

TABLE OF CONTENTS

General Information	1	Justice Studies.....	158
The University	5	Latin & Latin American Studies	161
Admissions	9	Linguistics.....	163
Residency Status	28	Mathematics	169
Statement of Fees.....	30	Music	176
General Education Program.....	35	Philosophy	187
Academic Regulations	37	Physics.....	191
Registration and Records.....	41	Political Science.....	194
Bachelor's Degree Requirements.....	42	Psychology	203
Instructional Support Services	44	Social Work.....	210
Student Life	45	Sociology	213
Academic Development	46	Teaching English as a Second Language/ Foreign Language (TESL/TEFL).....	217
English Language Program	47	Women's Studies	221
Reading Development.....	49	World Languages and Cultures	224
Mathematics Development.....	50	College of Business and Management.....	232
Pedroso Center for Diversity and Intercultural Affairs	51	Graduate Programs.....	236
Carruthers Center for Inner City Studies	52	Accounting, Business Law and Finance.....	239
Center for Academic Writing (CAW)	53	Management and Marketing.....	246
Center for Teaching and Learning.....	54	College of Education.....	253
El Centro	54	Chicago Teachers' Center.....	257
First-year Experience (FYE).....	55	Clinical Experiences and Student Teaching	257
Global Studies	59	Counselor Education.....	264
International Programs/International Students.....	60	Educational Inquiry and Curriculum Studies.....	272
McNair Scholars Program	61	Educational Foundations.....	273
Middle Level Education Program		Inner City Studies.....	276
in Math and Science (MLED).....	61	Secondary Education	281
Math and Science Concepts Minor (MSTQE).....	67	Educational Leadership and Development	288
Nontraditional Degree Programs.....	72	Educational Leadership.....	289
University Honors Program	74	Human Resource Development.....	293
Weekend Institute for Professional Development.....	76	Health, Physical Education, Recreation and Athletics	297
The Graduate College	78	Exercise Science	300
College of Arts and Sciences	83	Reading.....	307
African & African American Studies.....	85	Special Education	311
Anthropology.....	88	Teacher Education	324
Art	95	Bilingual/Bicultural Education.....	324
Asian Studies	99	Early Childhood Education	329
Biology.....	100	Elementary Education	333
Chemistry.....	107	Language Arts.....	337
Communication, Media and Theatre	113	Special Certification Programs	339
Computer Science	121	Faculty and Administration	342
Earth Science.....	129	Academic Calendar.....	356
Economics	132	Index.....	360
English	135		
Geography and Environmental Studies	145		
History.....	152		

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 12,000.

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 409 full-time and 486 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.

UNIVERSITY OUTREACH AND EQUAL EMPLOYMENT

Roberto A. Sanabria, Ed.D., Director

The Office of University Outreach and Equal Employment, Sachs Building, monitors issues related to diversity. It is responsible for addressing student and employee concerns of harassment and discrimination on the basis of age, ancestry, arrest record, citizenship status, color, disability, gender, genetic information, marital status, military status, national origin, race, religion, sexual orientation, gender identity, or unfavorable military discharge.

In accordance with the Americans with Disabilities Act of 1990, Northeastern Illinois University does not discriminate against students or employees on the basis of disability – real or perceived. Moreover, the University provides reasonable accommodations for students and employees with disabilities. Students seeking reasonable accommodations in the classroom should contact the Accessibility Center, (773-442-5495; TDD 773-442-5499). Persons seeking handicapped parking permits should contact the Health Service, (773-442-5800). Employees seeking reasonable accommodations in the workplace, with concerns about discrimination on the basis of disability, and persons with any questions about the Americans with Disabilities Act of 1990 should contact the Office of University Outreach and Equal Employment (773-442-5416). The University President has designated the Director of University Outreach and Equal Employment to receive grievances and coordinate compliance activities under the Americans with Disabilities Act.

ACADEMIC AFFAIRS

Lawrence P. Frank, Ph.D., Provost and Vice President

Academic Affairs is responsible for instruction, academic programs and academic support services. Academic programs are offered through the College of Arts and Sciences, College of Education, College of Business and Management and the Graduate College. Instructional support services are provided by the Library. 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, and for the Offices of Academic Development, Enrollment Services, Assessment, Institutional Research, Sponsored Programs, and Weekend Institute.

FINANCE AND ADMINISTRATION

Mark D. Wilcockson, M.B.A., C.P.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 and Financial and Administrative Affairs, which encompasses Auxiliaries and Support Services (Bookstore, Child Care Center, Copier Services, Mailing/Shipping and Receiving, Motor Pool, Parking, Student Union); Bursar; Controller; Human Resources; Purchasing and University Technology Services.

INSTITUTIONAL ADVANCEMENT

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

STUDENT LIFE

Frank E. Ross, Ph.D., Vice President

As a partner in the educational enterprise, the Division of Student Life cultivates a meaningful experience that enhances learning and supports the total development of Northeastern Illinois University students. All of the programs and services within the division are intentionally designed to support the academic 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. A vital component of NEIU, the division helps to guide development of students into responsible citizens and future leaders.

Student Life encompasses a wide array of services and programs to support student success. Staff in Student Life work in collaboration with students, faculty and staff from across campus to provide a campus culture that is student centered. Offices within Student Life include: Campus Recreation, Career Services, Counseling, Dean of Students, Student Health Services, and Student Activities.

DEAN OF STUDENTS

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

Programs and Services of the Dean's Office include:

- Adult Learner Services and Referrals
- Family and Parent Programming
- Minority Student Mentoring Program

- New Student and Family Orientation Programs
- Off Campus Housing Information
- Student Handbook and Directory of Services
- University Ambassadors

In addition, the Dean of Students Office serves as a “universal starting point” for students who need assistance in exploring and addressing their concerns, complaints, suggestions, and grievances. The Dean of Students Office can be contacted at 773-442-4610 or mtkelly@neiu.edu.

COUNSELING OFFICE

NEIU’s Counseling Office provides psychological assistance to all Northeastern students. Counseling services are confidential and provided free of charge. In order to help you better reach your academic and personal goals, currently registered students may participate in individual, couples, or group **counseling** to better understand your feelings, overcome stress, solve personal problems, or improve your relationships. Typical issues that might be explored include anxiety, anger, depression, conflict in interpersonal relationships, or the difficulties of balancing the multiple demands of school, work, and home life.

In addition to these specific counseling services for students, the office also promotes numerous outreach activities (i.e., wellness, stress-reduction, general mental health information) and provides referrals for outside services when needed. For a complete list of programs and services available, please visit the Counseling Office’s website at www.neiu.edu/counseling. To find out more or to set up an appointment to speak with a counselor, stop by the Counseling Office (D-024), or call (773) 442-4650.

HEALTH SERVICE

Student Health Service provides a wide array of wellness, illness, and health promotion services for NEIU students. An Advanced Practice Nurse is available for Women’s Health needs. Visit our website, www.neiu.edu/healthservices for more information or to make an appointment. We are located on the lower level of the E building, E-051. Our telephone number is (773)442-5800. Student Health Insurance.

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.

Student Health Insurance

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.

OFFICE OF CAREER SERVICES

The mission of the Office of Career Services is to provide comprehensive services designed to assist Northeastern students and alumni in their search for employment. The Office of Career Services endeavors to support all institu-

tional assessment initiatives, academic departments, student learning outcomes and research efforts. The Office of Career Services places emphasis on the pursuit of academic, internship and public service experiences for students.

All students, especially freshmen and sophomores, are encouraged to participate in career counseling in order to identify and explore potential career options. Juniors and seniors are encouraged to explore internships, career related employment and other off-campus service learning experiences in order to relate classroom learning to real world work environments. Job coaching is provided to graduating seniors and recent alumni to assist them in organizing and launching a comprehensive job search campaign.

Students at all levels can utilize job postings received by the Student Employment Office. Job opportunities are on and off-campus, part-time, full-time or temporary in nature. With planning, these employment opportunities can be related to a students’ major or future career path.

The Office of Career Services website includes current job listings, information about upcoming job fairs, direct links to key employers, sample resumes, sample cover letters, workshop schedules, and links to dozens of career, internship and employment sites on the Internet. The Office of Career Services is located in Building B, room 119 and the telephone number is (773) 442-4680. The website address is www.neiu.edu/careerservices.

PUBLIC SAFETY (University Police Department)

The University Police Department is responsible for fostering a safe campus environment for all university constituents. The Department is responsible for crime prevention, law enforcement services on the campus, the security of the university buildings, emergency response and the administration of university key records. 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 4100. From off-campus, the Police Department can be reached at (773) 442-4100.**

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 students 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/~deptpoff/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.

STUDENT ACTIVITIES OFFICE

The Student Activities Office (SAO) is committed to providing meaningful opportunities that assist in challenging and fostering student development through co-curricular activities. The SAO facilitates forums for nurturing leadership skills, student empowerment, civic engagement, and the development of the student as a whole. The office will cultivate opportunities for experiential learning, development of interpersonal relationships, appreciation for diversity, and opportunities for community development. Ultimately, the SAO will provide engaging opportunities that complement the University mission and enhance the NEIU experience. College provides students the best setting to explore their potential, take risks, and try new experiences. Please get involved!

Among the services and opportunities for students and student organizations provided by the Student Activities Office are:

- Freshman Leadership Institute (FLI)
- Leadership workshops and opportunities
- Over 80 student clubs/organizations
- Guidance for starting new clubs
- Event planning assistance
- The student organization newsletter, "SAO Update"
- "Fall Into Fun Week" programs
- Student club/organization training
- New club orientation
- Student Government Association
- Northeastern Programming Board
- Greek life

The office is located on the second floor of the Student Union in room SU 206. The SAO phone is 773-442-4660 and email is student-activities@neiu.edu.

Student Government

The Student Government Association (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.

Student Organizations

With more than 80 student organizations registered on campus representing a wide variety of interests, students should have few problems finding a group whose activities meet their needs. The list of organizations can be found at www.neiu.edu/studentactivities.

ADMISSIONS

ADMISSIONS AND TRANSFER CENTER

The Admissions Office located within Enrollment Services assists prospective freshman and transfer 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.

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
<p>Freshman</p> <p>A student currently attending high school or a high school graduate who has never attended a college or university.</p> <p style="text-align: center;">or</p> <p>A student who has satisfactorily passed the G.E.D.</p>	<p>The applicant must have graduated from high school or have a passing grade on the G.E.D. ACT or SAT scores are required of all incoming freshmen unless they are 21 years of age or older. Admission is based on high school rank in class, supporting ACT or SAT scores, and high school program of studies. To be admitted, students must rank in the top half of their graduating class, or have a minimum ACT composite score of 19, or a minimum SAT score of 890, and successful completion of a required program of high school studies.</p>	<ol style="list-style-type: none"> 1. Submit application for admission with a \$30.00 application fee to the Admissions Office. You may apply online at www.neiu.edu. 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. 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
<p>Transfer</p> <p>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.</p>	<p>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.</p>	<ol style="list-style-type: none"> 1. Submit application for admission with a \$30.00 application fee to the Admissions Office. You may apply online at www.neiu.edu. 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. 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.
<p>Second Bachelor's Degree</p> <p>A student who has earned a bachelor's degree and wishes to earn a second undergraduate degree.</p> <p>If a degree was earned outside of the United States, the ECE evaluation must state that the degree is equivalent to a US Bachelor's degree. If it is not equivalent the student will be processed as a transfer student.</p> <p>NOTE: Tuition and fees will be assessed at the graduate student rate.</p>	<p>Evidence of graduation from a regionally accredited college or university.</p>	<ol style="list-style-type: none"> 1. Submit undergraduate application form with a \$30.00 application fee to the Admissions Office. You may apply online at www.neiu.edu. 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. 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.

CLASSIFICATION AND DEFINITION	REQUIREMENTS FOR ADMISSION	HOW TO APPLY FOR ADMISSION
<p>Readmission</p> <p>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.</p> <p>NOTE: Undergraduate students who reenter the university after an absence of three or more full terms must meet the requirements of the current catalog.</p>	<p>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.</p>	<ol style="list-style-type: none"> 1. Submit an application for admission with a \$30.00 application fee to the Admissions Office. You may apply online at www.neiu.edu. 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.
<p>International Students</p> <p>Students from other countries who carry a valid visa or are applying to the university as an international student. International students are eligible for admission to degree programs only and may not be admitted as students at large.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Students who are out-of-status will not be considered for admission.</p>	<p>You must meet the admission requirements for freshmen or transfer students, whichever is applicable.</p> <p>You must pass the written version of the TOEFL* test with a minimum score of 500 or you must pass the computerized version of the TOEFL* test with a minimum score of 173.</p> <p>You must file a Northeastern Illinois University Financial Statement that indicates your sponsor has sufficient finances to support you for the duration of your stay in the United States.</p> <p>*Test of English as a Foreign Language.</p>	<ol style="list-style-type: none"> 1. Submit application for admission with a \$30.00 application fee to the Admissions Office. You may apply online at www.neiu.edu. 2. Submit official copies of all educational records. Certified translations must accompany all documents in languages other than English. All transcripts must be evaluated by Educational Credential Evaluators, Inc. 3. Arrange to have official TOEFL scores sent to the Admissions Office. 4. Submit complete and notarized Northeastern Illinois University Financial Statement. Submit sponsor's bank and/or employment letter. All financial statements and supporting documents must be in exact U.S. dollar amounts. Bank certification letters must reflect savings or Certificates of Deposit. 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. <p>Additional information may be requested by the Office of International Programs such as transfer release forms, proof of OPT and additional financial statements. NOTE: All of these items are necessary before you can be considered for admission. An I-20 will not be issued until you have been admitted to the university.</p>

CLASSIFICATION AND DEFINITION	REQUIREMENTS FOR ADMISSION	HOW TO APPLY FOR ADMISSION
<p>Student-at-Large With Degree</p> <p>Students with bachelor's or master's degrees who wish to enroll at Northeastern as non-degree candidates. Students who wish to enter the Graduate College must make formal application to the Graduate College. A maximum of nine credit hours taken in this at-large classification may apply toward a master's degree.</p> <p>Courses are not automatically accepted in a master's program. Such work would have to correspond to specific program requirements and satisfy all scholastic requirements of the Graduate College.</p> <p>Students-at-Large with degree are not eligible to receive Financial Aid.</p>	<p>Graduation from a regionally accredited college or university.</p> <p>NOTE: Students who have graduated from Northeastern are eligible to register as students-at-large and need not submit an application.</p>	<ol style="list-style-type: none"> 1. Submit Student-at-Large application for admission with a \$30.00 application fee to the Admissions Office. You may apply online at www.neiu.edu. 2. If degree awarded is from a country outside of the United States, official transcripts must be submitted to the Admissions Office. 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. <p>NOTE: If you have previously attended Northeastern Illinois University as an undergraduate student, you must submit proof of your degree to the Admissions Office.</p>
<p>Student-at-Large Without Degree</p> <p>Undergraduate students working toward a baccalaureate degree at another college or university.</p> <p>NOTE: Students-at-large interested in earning an undergraduate degree at Northeastern must submit an application for admission and meet undergraduate admission requirements.</p> <p>Students-at-Large without degree are not eligible to receive Financial Aid.</p> <p>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 Committee.</p>	<p>Graduation from high school or Satisfactory completion of the G.E.D.</p>	<ol style="list-style-type: none"> 1. Submit Student-at-Large application for admission with a \$30.00 application fee to the Admissions Office. You may apply online at www.neiu.edu. 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. <p>NOTE: Transcripts are not required.</p>
<p>Veterans</p>	<p>Persons returning from at least one year's active military service will be readmitted or reinstated regardless of previous scholastic record, provided Northeastern Illinois University is the first institution of higher education attended following release from service.</p>	

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.

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

The discovery of omitted previous postsecondary attendance may be cause for dismissal. An administrative hold will be put on the student's record. Petitions to reenter will be reviewed by the Admissions 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 www.neiu.edu/~isp, (click on Data Digest, then, Student Right To Know). 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 A.A., A.A.T. or A.S. 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. Any conflict in identifying repeated courses will be settled by contacting the appropriate academic department if the credentials analyst is unable to determine the matter in question.
- Courses from unaccredited or nonaccredited postsecondary institutions are **nontransferable**. The reference source used to determine whether an institution meets Northeastern Illinois University's accreditation standards is The Official Roster of the Association, published by the North Central Association.
- Transfer credit in technical and vocational areas will be accepted if the course work is academic in nature and is designed to transfer into a baccalaureate program at Northeastern. In general, technical and vocational courses are acceptable if comparable programs or areas of study are offered at this university. 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 will 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 this university without special departmental and/or college approval.
- Business courses which are six 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** the last 30 hours of course work **in residence** at Northeastern to be eligible to graduate.
- **Community College work:** A maximum of 60 semester hours will be accepted in transfer from a community college and used toward graduation. Students who have completed more than 60 hours at a community college will only have 60 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 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 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 to 2 courses (3 to 6 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 hours)

IAI Course Number and Title	Northwestern's Course and Credit Hours	Course
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 semester hours)

IAI Course Number and Title	Northwestern's Course and Credit Hours	Course
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	Northwestern's Course and Credit Hours	Course
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), Sociology (S7), Social Psychology (S8)

++ 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 Northwestern will be required to complete Northwestern's General Education program. However approved IAI courses taken at participating schools will be used towards Northwestern's General Education program.

Students transferring to another institution, who have completed at least 37 semester hours, may request an audit, via a transcript request, of their records for 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 new Transfer Center, to explore more about the veterans' resources NEIU offers. For more information, call 773-442-4028, email veterans@neu.edu or visit our webpage, www.neiu.edu/veterans.

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 reserve. Veterans must submit copy 4 of their DD214 to the Admissions Office at the time of application for admission.

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

Credit for service schools successfully completed may be evaluated upon request. 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>

USA—AARTS Transcripts

<http://aarts.army.mil/>

USCG—Coast Guard Transcripts

http://www.uscg.mil/hq/cgi/ro/official_transcript.asp

USN—SMART Transcripts

<https://smart.navy.mil/smart/signIn.do>

The student must file the Request for Evaluation form available at the Enrollment Services Center.

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.

Army ROTC

Northeastern students may participate in Army Reserve Officers' Training Corps in conjunction with the University of Illinois, Chicago. The Reserve Officers' Training Corps prepares students for service as Army Officers. Additionally, it provides invaluable leadership and managerial instruction which can be applied to any occupation. Successful completion of the program results in a commission as a Second Lieutenant in the Regular Army, Army National Guard or Army Reserve. During the first two years, (Basic Course), the fundamentals of military organization and leadership are taught, and students have a chance to see what the program entails. Students

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

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

CREDIT FOR ADVANCED PLACEMENT

Credit is granted for CLEP General Examinations only. Subject examinations are not accepted.

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

Advanced Placement credit is included in the maximum of 60 semester hours that is accepted from a community college toward graduation.

CREDIT THROUGH COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

Credit is granted for CLEP General Examinations only. Subject examinations are not accepted. Credit for successful performance on the general examination may be granted to students who have participated in the College Level Examination Program. Credit is awarded for scores of 50 or higher. A maximum of 30 hours of lower division credit may be awarded through CLEP. In addition, no more than 60 credit hours will be accepted toward graduation from a community college including CLEP general examination credits.

ADMISSION TO MAJOR PROGRAMS

Undergraduate applicants are first approved for admission to the university. It is then the student's responsibility to make application to the academic department where he/she wishes to major, to the College of Education if pursuing a teacher education program, and to the College of Business and Management if pursuing a Business degree. Students who are readmitted to the University must redeclare 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 Financial Aid Office, located in D-200, (773-442-5000) offers assistance in meeting educational expenses through grants, scholarships, student employment programs and loans. Most aid is

based on financial need. Some aid is 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.

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. The PIN can be retrieved immediately on the application and used as an electronic signature.
- For priority consideration for all institutional financial aid, your enrollment application, Student Aid Report and NEIU application for financial aid should be received at NEIU by February 28.

You will receive a Student Aid Report (SAR) within 2 weeks of submitting the online registration. Your SAR contains key information about your aid eligibility. If any of the information on the SAR is incorrect, make the necessary changes and send it back to the processor. 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 tax returns for the applicant and/or parents.

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 Stafford Loan applications are also reviewed in date order. Although the amounts of these awards are not determined by the date priority, early applicants will receive their award offers first.

You will receive an award letter 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 portal, the website, or email at Financial-Aid@neiu.edu or fax at 773-442-5040.

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 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 Direct Subsidized Stafford	Federal College Work-Study NEIU Need- Based Tuition Scholarships
Federal Supplemental Education Opportunity Grant	Federal Direct Unsubsidized Stafford	ISAC Minority Teachers
Federal Teach Grant	Federal PLUS	ISAC Future Teacher Corps
ISAC Monetary Award		ISAC Special Education Teacher

Policy Statement

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 by the end of each award year. Each year undergraduate students are expected to maintain a 2.0 cumulative GPA at Northeastern Illinois University. Graduate students are expected to maintain a minimum cumulative grade point average of 3.0 or "B" by the end of each award year.

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 included in hours attempted.**
3. The standard of 67% will be monitored cumulatively at the end of each award year (spring semester). If, at the end of the award year, a student is below the cumulative 67% standard, the student's aid will be **terminated**. 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.
4. The completion calculation will begin with first course registration. The student's cumulative rate will be calculated for all terms after that date.

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 **terminated**.
3. Aid will be reinstated once the student has achieved the requirement (2.0 cumulative GPA for undergraduates and 3.0 cumulative for graduate).

Degree Completion Requirements

1. An NEIU student must complete an Undergraduate Degree within 180 semester hours OR a Graduate Degree within 54 semester hours.
2. Students attempting to earn a second Undergraduate Degree may take up to a maximum 150% of the hours required (as determined by their department) to complete their second Bachelor's degree. This includes the Teacher Certification Program.

Termination

Students will be notified at the end of each term if they have been terminated 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 termination status must complete the following steps:

1. Submit a signed appeal petition 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 petition 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 termination status may enroll in classes. However, if their appeal is denied the student is responsible for any charges incurred at NEIU. 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.

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 mid point 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				
NEIU Presidential Scholarship	U.S. citizen; (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 Office of Scholarships Michelle Morrow M-Morrow@neiu.edu 773-442-4606
NEIU Provost Merit Freshman Scholarship	U.S. citizen; Freshmen who have applied for early admission; selection based on a sliding scale using ACT and GPA	Up to \$2,000. Determined upon admission – no application necessary	No repayment obligation	Northeastern's Office of Scholarships Michelle Morrow m-morrow@neiu.edu 773-442-4606
NEIU Provost Merit Transfer Scholarship	U.S. citizen; Transfer students who have applied for early admission; earned Associate of Arts or Associate of Science degree; cumulative GPA of 3.50	Up to \$1,500. Determined upon admission – no application necessary	No repayment obligation	Northeastern's Office of Scholarships Michelle Morrow m-morrow@neiu.edu 773-442-4606
NEIU Deans Merit Freshman Scholarship	U.S. citizen; 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 Office of Scholarships Michelle Morrow m-morrow@neiu.edu 773-442-4606
NEIU Deans Merit Transfer Scholarship	U.S. citizen; Transfer students who have applied for early admission; earned Associate of Arts or Associate of Science degree; cumulative GPA of 3.25	\$1,000. Determined upon admission – no application necessary	No repayment obligation	Northeastern's Office of Scholarships 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 3.0 GPA and an A.A. or A.S. degree are required. In addition, student must be a full-time 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 good academic standing. March 15th application deadline	No repayment obligation.	Northeastern's Office of Scholarships 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 a divorced employee are also eligible if the deceased employee had been contributing to their support.	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
Institutional Tuition Scholarships				
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

PROGRAMS	ELIGIBILITY	DESCRIPTION OF PROGRAMS	REPAYMENT	OFFICE TO CONTACT
Institutional Tuition Scholarships, cont'd				
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 instate 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 – 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.	Full-time of Half-time tuition scholarship	No repayment obligation.	Northeastern's Nontraditional Degree Program Office. Janet Sandoval, Director J-Sandoval@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 Kimberly Ambriz K-Ambriz@neiu.edu 773-442-4921
Communications, Media, and Theatre	Limited to first time undergraduates based on an audition	Maximum: Four years of tuition payment. Reapply annually.	No repayment obligation.	Communication, Media and Theatre Department Rodney Higgenbotham r-higgenbotham@neiu.edu 773-442-5961
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	Maximum: Four years of tuition payment. Reapply annually.	No repayment obligation.	English Department Debra Bruce D-Bruce1@neiu.edu 773-442-5818
Leadership & Service	Limited to undergraduates based on application	Maximum: Four years of tuition payment. Reapply annually.	No repayment obligation.	Office of Scholarships Michelle Morrow m-morrow@neiu.edu 773-442-4606
Music	Limited to undergraduates based on an audition	Maximum: Four years of tuition payment. Reapply annually.	No repayment obligation.	Music Department Shayne Cofer R-ShayneCofer@neiu.edu 773-442-5919
NEIU Need-Based Tuition Scholarships				
Carruthers Center for Inner City Studies	U.S. citizen; Demonstrates financial need plus meets academic criteria stated by administrators at the Center.	Pays tuition only.	No repayment obligation.	Carruthers Center for Inner City Studies Gerald Vernon g-vernon1@neiu.edu 773/268-7500 Ext.120
El Centro	U.S. citizen; Demonstrates financial aid plus meets academic criteria as stated by administrators at El Centro.	Pays tuition only.	No repayment obligation.	El Centro Maria Luna-Duarte M-Duarte@neiu.edu 773/777-9955
Proyecto Pa'Lante	U.S. citizen; Demonstrates financial need, be a member of the program and meets academic criteria stated by administrators in the program.	Pays tuition only.	No repayment obligation.	Proyecto Pa'Lante 773/442-5460
Project Success	U.S. citizen; Demonstrates financial need, be a member of the program and meets academic criteria stated by the administrators in the program.	Pays tuition only.	No repayment obligation.	Project Success 773/442-5460

PROGRAMS	ELIGIBILITY	DESCRIPTION OF PROGRAMS	REPAYMENT	OFFICE TO CONTACT
Institutional Tuition Scholarships, cont'd				
NEIU Need-Based Tuition Waivers, cont'd				
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 step-child 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.	Covers tuition and fees.	No repayment obligation.	Northeastern's Financial Aid Office. Maureen Amos M-Amos@neiu.edu 773-442-5010
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 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.	No repayment obligation.	Northeastern's Human Resources Office. Mary Griesinger m-griesinger@neiu.edu 773-442-5202
Graduate Need Based Tuition Scholarship	U.S. citizen; (Graduate) 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. Miriam Ocasio-Collazo M-Ocasio1@neiu.edu 773-442-5039
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 enrollment in a Teacher Education program. Have a cumulative GPA of 2.50 on a 4.00 scale.	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.
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

PROGRAMS	ELIGIBILITY	DESCRIPTION OF PROGRAMS	REPAYMENT	OFFICE TO CONTACT
State Scholarships, cont'd				
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 University. Illinois residence and U.S. citizenship required.	Provides partial and full educational stipend for students pursuing degree objectives leading to teaching or administrative position in post-secondary education.	No repayment necessary if recipient fulfills teaching or administrative obligations.	McNair Scholar Program/ DFI Representative Angela Vidal-Rodríguez A-vidalrodriguez@neiu.edu]
Federal Grants				
Federal Pell Grant	(Undergraduate) Must show need. Must be a U.S. citizen or permanent resident Must be enrolled in a degree program. Must apply annually.	Applies to tuition and fees plus other educational expenses. 2008-2009: annual maximum: \$4,731 per year.	No repayment obligation.	Northeastern's Financial Aid Office, high school guidance offices, post offices, libraries, etc.
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

PROGRAMS	ELIGIBILITY	DESCRIPTION OF PROGRAMS	REPAYMENT	OFFICE TO CONTACT
State Grants				
Illinois Monetary Award (ISAC)	(Undergraduate) Must be resident of Illinois and enroll for at least three credit hours. Based on need only. Must be enrolled in a degree program. Expires after ten (10) full-time terms of use.	Applies to tuition and fees only. Must apply annually.	No repayment obligation.	High school guidance departments or Northeastern's Financial Aid Office or ISAC, 1755 Lake Cook Rd., Deerfield, IL 60015-5209, (847) 948-8500.
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 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 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 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.	Payment of tuition and some fees at any state school. Students may enroll full or part-time.	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, (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 Office of Student Employment (D-012) Taushonia White, Coordinator T-White2@neiu.edu (773) 442-5038

PROGRAMS	ELIGIBILITY	DESCRIPTION OF PROGRAMS	REPAYMENT	OFFICE TO CONTACT
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 Office of Student Employment (D-024) Taushonia White Coordinator (773) 442-5038
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.
Federal Family Educational Loans:				
Stafford 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 \$9,500 per yr. Independent undergraduate loan limits according to academic level: \$3,500 to \$12,500 per yr. Graduate loan limits according to academic level: \$8,500 to \$20,500 per yr.	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	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.
Institutional Loan				
Emergency Loan Fund (Northeastern)	(Undergraduate and Graduate) Must have emergency need and a validated bill for the current term.	Maximum \$150.	Thirty-day repayment, no interest. \$1.50 service charge.	Northeastern's Financial Aid Office or Loan Office.

NEIU Foundation Scholarships and Awards

The Northeastern Illinois University Foundation annually awards over \$75,000 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 Office of Scholarships, students should contact the director of the Office of Scholarships.

Office of Scholarships

Aixa T. Diaz Memorial Scholarship
 Nada Spasojevich Memorial Scholarship
 Shakespeare Squared Annual Scholarship
 in Student Teaching
 Shakespeare Squared Annual Award in Student Teaching
 Sherman P. Appel Scholarship
 Professor Bonnie B. Busse Merit Scholarship
 Class Gift Scholarship
 Elvina David Scholarship
 Eric and Angela Davis Scholarship
 Daniel L. Goodwin - NEIU Foundation Scholarship
 Jenny and Edward Harju Scholarship
 Chuck Kane College of Arts and Sciences Scholarship
 Chuck Kane College of Education Scholarship
 Mary Louise Kooyumjian Scholarship
 Daniel K. Kuzuhara Hope Center Award in Psychology
 Hilton and Shirley Leibow Scholarship
 Paula M. Levy Scholarship
 Arturo Najera Mexican-American Scholarship
 NEIU Foundation Scholarship
 NEIU Chuck Kane Scholarship
 NEIU Foundation Jesse White Scholarship
 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
 Daniel L. Goodwin Student Government Award
 Civil Service Scholarship

To be considered for Foundation scholarships awarded by a college or department, students should contact the individual college or department.

College of Business and Management

Chase Scholarship in Finance
 Russell C. Eustice Award
 Elaine Helman Award
 Chuck Kane Business and Management Scholarship

Art

Frank Fritzman Award
 Clarice Hallberg Award

Communication, Media and Theatre

Brommel-Hanson-Ijams-Hayward Scholarship
 Brommel-Kramer-Barnitz Scholarship

Earth Science

Andrew A. Hay Scholarship

English

Professor John Clark Scholarship
 Jack B. and Lily G. Rose Award

Foreign Languages and Literatures

Jewell Berlinger Scholarship
 Calixto C. Masó Spanish Scholarship

Health, Physical Education, Recreation and Athletics

Chuck Kane Merit Award
 Chuck Kane H.P.E.R.A. Scholarship
 Chuck Kane Health and Wellness Award
 Gus Ziagos Scholarship

History

Brommel-Lindberg Scholarship

Honors Program

Brommel-Elliott Scholarship
 Brommel-Manganiello-Wohl Scholarship
 Brommel-Portakalis-Brady Scholarship

Music

Brommel-Barnett-Kenas-McGukin-Nicoscia-Speake Scholarship
 Brommel-Ratner Scholarship

Music and Dance

Harold E. Berlinger Music Scholarship
 Graduate Music Scholarship
 NEIU Scholarship for Pianists
 Liliana Novakovich Scholarship
 Joan Sachs Scholarship

Nontraditional Degree Programs

Brommel-Mendelson-Henington Scholarship

Physics

Peter Speltz Award

Political Science

Brommel-Feigenholtz Scholarship
 Pi Sigma Alpha ___ Theta Lambda Chapter Scholarship

Sociology

Vera Milam Scholarship
 Sienkowski-Sociology Scholarship

OFFICE OF SCHOLARSHIPS

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 Office of Scholarships is to lead in the promotion and awarding of university scholarship funds to deserving students. Therefore, the goal is to assist in lessening the economic burden that many students seek to overcome. Along with the administration of scholarships, this office is also involved in implementing activities that will encourage the persistence and success of our students.

For additional information, the Office of Scholarships can be contacted at 773.442.4606 or via e-mail at M-Morrow@neiu.edu.

RESIDENCY STATUS

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

1. Residency Determination

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

2. Adult Student

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

3. Minor Student

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

- a. That of the person’s parents, if they are living together, or living parent, if one is dead ; or
- b. if the parents are separated or divorced, that of the parent to whom the custody of the person has been awarded by court decree or order, or, in the absence of a court decree or order, that of the father unless the person has continuously resided with the mother for a period of at least six consecutive months immediately preceding his/her registration at the university, in which latter event the person’s residence shall be considered to be that of his/her mother; or
- c. that of the adoptive parents, if the person has been legally adopted and, in the event the adoptive parents become divorced or separated, that of the adoptive parent whose residence would govern under the foregoing rules if that parent had been a natural parent; or

- d. that of the legally appointed guardian of the person if the minor resides with such guardian; or
- e. that of a “natural” guardian, such as a grandparent, adult brother or adult sister, adult uncle or aunt, or other adult with whom the person has resided and has been supported by for a period of at least six consecutive months immediately preceding his/her registration at the university for any term if the person’s parents are dead or have abandoned him/her and if no legal guardian of the person has been appointed and qualified.

4. Parent or Guardian

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

5. Emancipated Minor

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

6. Marriage of Students

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

7. Persons Without United States Citizenship

A person who is not a citizen of the United States of America, to be considered a resident must have 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 non-resident 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 Executive Director of Enrollment Services 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

Tuition and fees for newly enrolled Fall 2010/Spring & Summer 2011 students are indicated below. 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 2008).....	\$260.00
Graduate.....	\$260.00
Non-Resident Undergraduate (Newly Enrolled 2008)	\$520.00
Non-Resident Graduate	\$520.00
Fees Per Credit Hour	\$51.90

Tuition and Fees for Enrollment of 12 credit hours*

Undergraduate (Newly Enrolled 2008).....	\$3,745.80
Graduate.....	\$3,745.80
Non-Resident Undergraduate (Newly Enrolled 2008)	\$6,865.80
Non-Resident Graduate	\$6,865.80

*These totals do not include the cost of health insurance. These totals do include the \$3 per semester Clean/Renewable Energy Fee.

Tuition and fees are subject to change without notice.

TUITION GUARANTEE 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 Schedule of Classes for more information.

REFUNDS

Final dates for refunds when withdrawing from classes are stated in the Schedule of Classes. 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, 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 Registrar.

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

Academic Development	C-519	Dean
* Nontraditional Degree Programs	B-151	Director
Dean of Students	Suite B-119	Dean
* 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

Graduate College	LWH-0006	Dean
Vice-President for Student Life	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 Vice President for Student Affairs, the Director of Financial Aid, or the Registrar. 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 Vice President for Student Affairs, the Director of Financial Aid, or the Registrar 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 schedule of classes and the school catalog.

X. Continued Maintenance

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

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 available online).

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 Dean of Students Web site for information about University policies and procedures at www.neiu.edu. For further information, call 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. Detailed information on penalties and sanctions is distributed to all students, faculty, and staff annually and is available from the Dean of Students Office. Definitions of legal sanctions under Illinois law for the unlawful possession, use, and distribution of illicit drugs and alcohol are included 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 distributed to all students, faculty and staff annually and is also available from the Dean of Students Office.

COUNSELING AND SUPPORT SERVICES:

1. Students

The Counseling Office offers counseling and referral services to students who have drug or alcohol abuse-related problems. The Dean of Students Office provides (a) information about on-campus substance abuse self-help groups, (b) referrals to off-campus prevention and treatment resources, and (c) substance abuse information and prevention literature.

2. Employees

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

DISCIPLINARY SANCTIONS:**1. Student Sanctions**

The University will impose disciplinary sanctions (consistent with local, State, and Federal law) 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 Conduct Code. Furthermore, student employees who violate the University's foregoing policy may be subject to termination of employment.

2. Employee Sanctions

The University will impose disciplinary sanctions (consistent with local, State and Federal law) on employees who violate the University's foregoing policy up to and including possible termination of employment and referral for prosecution.

ORAL PROFICIENCY

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

SERVICES FOR STUDENTS WITH DISABILITIES

- a. Northeastern Illinois University complies with Section 504 of the Rehabilitation Act of 1973 which states that "No otherwise qualified handicapped individual in the United States ... shall, solely by reason of his (or her) handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance...." In addition, NEIU complies with the Americans With Disabilities Act of 1990.
- b. The Affirmative Action Officer (A.A.O.) assumes responsibility for seeing that the University is properly interpreting Federal regulations requiring that the University take such steps as are necessary to ensure that no 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.

In cooperation with the Admissions Office, Health Service, Counseling Office, and Accessibility Center, the A.A.O. assumes responsibility for receiving and coordinating inquiries from students regarding auxiliary aids, academic adjustments or other reasonable accommodations.

- c. The following procedure applies 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 University's Accessibility Center. If the request requires modification of academic procedural requirements or necessitates special testing and/or course evaluation methods, students must provide a written diagnosis from appropriate professional personnel. Such diagnosis is subject to verification by the University. If the request cannot be granted by the Accessibility Center, students should contact the A.A.O.
3. The A.A.O. 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.
4. The Illinois Office of Rehabilitation Services (ORS) has a responsibility to provide services to eligible individuals with disabilities. The University strongly encourages students to apply to ORS for any benefits for which they might be eligible.
- d. 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 this procedure is available in the Office of University Outreach and Equal Employment (C-216, 773-442-5416).

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 or Sciences degree or have completed the Illinois General Education Core Curriculum prior to 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 certificate 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 course, a minimum of 3 credit hours that has Intermediate Algebra as prerequisite OR is 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 or any changes in major. The procedure is as follows.

- a. Obtain form from the dean's or department office, or from the Academic 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 Office of 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 Office of 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 2011 through Summer 2013 can be found in the Academic Calendar section of this catalog.

PREREQUISITE POLICY

The student 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 NEIUworks.

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 F.

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.

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

400-level courses are for graduate students **ONLY**.

500-level courses are for graduate students **ONLY**.

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 Graduate College 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 Certification — admitted to a certification 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

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 Schedule of Classes for more information.

NOTE: 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		12 or more = full-time	
6 to 8 = half time		6 to 11 = half time	
less than 6 = part time		less than 6 = part time	

Enrolled Semester Hours		(Summer Term)	
Graduate		Undergraduate	
9 or more = full-time		12 or more = full-time	
5 to 8 = half time		6 to 11 = half time	
Less than 5 = part 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 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.

Effective Fall 2006, courses taken for graduate credit which are repeated will have all grades earned for the repeated course and the corresponding grade points used in the calculation of the grade point average. If a student in a master's degree program elects to repeat a course, only the course with the highest grade will count toward degree requirements, provided the grade is an 'A' or 'B'. A grade of 'C' will count if it is the first or second 'C' earned by the student in program requirements. In addition, if a student repeats a course for which she/he received similar transfer credit, the course taken at NEIU will be applied towards graduation.

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 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 recordings of a degree cannot be removed after the degree has been awarded.

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 (can not be on academic probation) at the undergraduate level.
2. The pass/fail option is not allowed for General Education, Honors, tutored study courses, independent study courses, English 101, 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 the Office of 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

The English (Writing and Reading) and Mathematics course placement is designed to determine skill levels in writing, reading and mathematics and to place students in courses intended to match their skill levels and at the same time develop college level performance in writing, reading or mathematics. Students must follow and complete all assigned course work before commencing academic work in their major fields.

Course placement is determined based on the University's Placement Standards, which include the English (Writing and Reading) and Mathematics Placement Tests and other indicators. Course work indicated by these placement standards is required. Details of the University's Placement Standards are available through Academic Advisors. An overview of the English and Mathematics Placement Tests is as follows:

English Placement (Writing and Reading) Test (EPT)

All newly admitted freshmen must take the English Placement Test before the first registration or during the first semester.

Writing

No entering student may register for an English or English Language Program course before taking the English 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.

Reading

No entering student may register for a Reading course before taking the English Placement Test. Students who submit their ACT Reading scores may be exempt from the reading portion of the English Placement Test.

Mathematics Placement Test

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 Advanced Placement (AP) Calculus Test.

Students who have submitted Math ACT scores have the option of taking the Math Placement Test to improve course placement.

VISITOR/AUDITOR

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

ACADEMIC STANDARDS, PROBATION AND DISMISSAL

Undergraduates

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

An undergraduate student will be placed on academic probation when his/her cumulative grade point average falls below 2.0 (C). If, in subsequent terms, the student earns grades which restore his/her cumulative average to 2.0 or above, he/she will be returned to good standing. If, in subsequent terms, the student earns at least a 2.0 average for the term, but does not restore his/her cumulative record to 2.0, he/she will be permitted to continue on academic probation. If, in any subsequent term, the student on probation fails to earn a 2.0 average for the term, he/she will be dropped from the university for poor scholarship.

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

A written letter of petition, the university admission application, and a \$30 non-refundable application fee must be submitted to the 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 probation, dismissal and reinstatement of undergraduate students, and will recommend action to the Provost. Decisions of the Provost shall be final in all cases.

Students-at-Large

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

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

Graduate Students

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

Special Programs

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

University Without Walls (UWW)

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

REGISTRATION AND RECORDS

REGISTRATION PROCEDURES

Currently enrolled students and students admitted or readmitted 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 <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, late or change of registration periods. Students are responsible for viewing and/or printing their student schedule and registration fee assessment (bill) 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 (click on Current Students, Records).

The final decision regarding the transferability of courses will be determined by the Admissions Office 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 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 \$10.00 transcript fee at the time of their first registration at Northeastern Illinois University. This will allow the student to request official transcripts up to a reasonable limit at no additional cost.

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

VIEWING SEMESTER GRADES

Semester grades will be available for students to view 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.

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 Schedule of Classes for refund policies and deadline dates.

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

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

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

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 can contact the Veterans Services Coordinator in the Enrollment Services Office for more information.

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. Residency:

The last 30 consecutive credit hours must be taken at Northeastern, unless permission is received from the Office of Enrollment Services.

4. 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 Schedule of Classes 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, 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 prior to 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

- Biology major
- Chemistry major
- Comp Sci major
- Comp Sci minor
- Earth Sci major
- Physics major
- Physics minor
- Economics major
- Economics minor
- Mathematics major
- Mathematics minor
- Psychology major

College of Business and Management

- Accounting major
- Accounting minor
- Finance major
- Finance minor
- Gen Bus Ad major
- Int'l Bus minor
- Marketing major
- Marketing minor
- Management major
- Management minor

5. 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.

6. Writing Intensive Requirement:

Effective Fall 2008 and thereafter, all newly admitted students must successfully complete a writing intensive course within their discipline. See www.neiu.edu/~wip for a current list of writing intensive courses that satisfy the writing intensive requirement.

7. 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).

8. Grade Point Average:

To be eligible to graduate, a 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.

9. Improving Human Relations Requirement:

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

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

Students who complete one of the following programs of study have met the HB0094 requirement.

- Anthropology (major or minor)
- Bilingual/Bicultural Education (major)
- Justice Studies (major or minor)
- Geography (major)
- History (major)
- Inner City Studies (major)
- Latino and Latin American Studies (minor)
- Political Science (major or minor)
- Social Work (major or minor)
- Sociology (major or minor)
- Women's Studies (major or minor)

10. English Language Competency Requirement:

Students admitted prior to Fall 2008 must pass the English Language Competency Exam or take a Writing Intensive course within their discipline. Spring 2012 will be the last semester the exam is offered.

FILING FOR GRADUATION

Students must submit an Application for Graduation and completed Academic Course Record forms for major and minor (if applicable) to the Enrollment Services Center 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 2012	September 16, 2011
August 2012	January 17, 2012
December 2012	May 14, 2012

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

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 previous May commencement ceremony or the following December commencement ceremony. August graduates who wish to participate in the May ceremony should contact the Office of Graduation Evaluations for further information.

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 Office a completed Northeastern undergraduate application form, a non-refundable \$30.00 application fee and an official college transcript from a regionally accredited institution which awarded the first baccalaureate degree.

Coursework used to fulfill requirements for a previous undergraduate major, minor or master's degree may not be used to fulfill requirements for the second bachelor's degree.

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

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.

Students in Nontraditional 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/~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 Computer Lab Information 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

The Ronald Williams Library is located on the westside of the main campus. It has five floors totaling over 150,000 square feet and contains approximately 751,000 volumes, seating for more than 600 users and numerous study areas. Special features include services for people with disabilities, a Center for Teaching and Learning, the Language Learning Lab, the Learning Center, Mathematics Lab, Reading Lab, Center for Academic Writing and two classrooms for library instruction. In addition, approximately 1,000,000 other educational support items such as recordings, microfilms, maps, document, videotapes and pamphlets 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. 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's students, faculty and staff may borrow materials from 76 academic libraries in Illinois. With a valid ID card, patrons may borrow materials from these CARLI libraries from 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 127 databases available from the Library's web site at <http://library.neiu.edu> providing access to the full text of 63,700 journals. Access to them is available to Northeastern students, faculty and staff from workstations within the Library and remotely from workstations off campus. Assistance with using these materials is available at the Reference Desk.

Special Collections

IRAD and 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'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. Northeastern's Library is a depository for both federal and Illinois state documents.

Curriculum Materials

The CMC Collection 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

The MLRC on the third floor houses the Library's extensive audio and video collections along with preview facilities for the use of AV formats onsite. The MLRC also provides access to educational, music and video editing software for classroom support.

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.

El Centro

The Ronald Williams Library provides a Library Resource Center at the El Centro facility. The LRC is equipped and staffed to facilitate access to library resources.

STUDENT LIFE

ACTIVITIES PROGRAM

Student life at Northeastern is enhanced by an activities program which includes more than 80 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 provides valuable opportunities for students to develop leadership abilities as well as serve on all-university committees and boards. Student Government recommends allocation of Student Activity Fees and funding for events sponsored by student organizations.

Northeastern Programming Board presents university-wide social, educational, recreational and cultural programs for the enjoyment of the student body.

I.D. CARD POLICY

<http://www.neiu.edu/~sudept/infoid.html>

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 the following items: 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 based elections, and enter university events. The ID card is also a debit card that may be used for various purchases on campus.

CAMPUS RECREATION

The Campus Recreation Program provides a variety of recreation opportunities for all students, faculty, and staff. Components of this comprehensive program include open recreation, intramural activities, sport clubs, aquatics, wellness and fitness programming, personal training and instructional programs. The Physical Education Complex is open from 8:00 am - 10:00 pm Monday through Thursday; 8:00 am - 9:00 pm Fridays and 9:00 am - 3:00 pm on Saturdays. 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. Campus Recreation can be reached at 773-442-4135.

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.

CHILD CARE CENTER

<http://www.neiu.edu/~neiuccc>

The Northeastern Illinois University's Child Care Center, located on campus, is licensed to accept children 15 months through 6 years (up to 10 years during the summer). Operating Monday through Friday from 7:00 am to 6:00 pm, the center offers both half- and full-day sessions. Licensed by the State of Illinois Department of Children and Family Services, and accredited by NAEYC, the program provides quality early-childhood education in keeping with the best accepted methods and principles of child care.

STUDENT UNION

<http://www.neiu.edu/~sudept>

The center of student involvement and located in the heart of the campus, the Student Union provides lounges, meeting rooms, and events. The Union operates the Information Center which offers locker rental, sale of postage stamps, discounted tickets for local events, campus ID cards, and the campus lost and found. The administrative offices for Student Activities, cafeteria and Campus Dining and Catering are also housed in the Student Union.

ID CARD AS A DEBIT CARD

<http://www.neiu.edu/~sudept/infoid.html>

Your NEIU ID card can be used as a debit card in photocopiers, or to pay for printing in the computer labs and library microfilm printers. The thick magnetic strip on the back of the ID card can be initiated with a dollar value up to \$20. To initiate (or increase) the dollar value on an ID card, go to an "Add Value" station located on campus. Insert the card with a five, ten or twenty dollar bill, the dollar value on the magnetic strip will be initiated or increased by that amount. Each time your ID is used to make copies, the dollar value encoded on the magnetic strip will be reduced by the amount of the transaction.

UNIVERSITY EVENTS

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

The office provides management of the Auditorium, Recital Hall, and University Box Office. The Events Office provides technical and logistical support for major University programs. The Events Office produces University student recognition programs, such as Commencement, Student Awards Ceremony, and Academic Honors Reception.

The University Events Office monitors the use of university facilities by on-campus individuals and groups.

ACADEMIC DEVELOPMENT

Daniel López, Jr., Ph.D., Dean, Academic Development
Jermaine F. Williams, Ed.D., Assistant Dean, Academic Development

Yvonne Gulli, M.A., Director, Academic Advisement and Testing Center

Jeanine Nthirageza, Ph.D., Coordinator, English Language Program

Linda Chenault, M.A., Coordinator, Reading Development

Victoria Amey-Flippin, Ph.D., Director, Accessibility Center

Katherine Gleiss, M.S., Coordinator, Learning Center

Thomas Blackburn, M.S., Coordinator, Mathematics Development

Terri Hlavin, M.A., Director, TRIO Student Support Services-Achieve and Student Support Services-Teacher Preparation

Peter Illing, M.S.W., Director, TRIO Student Support Services-Access

Angelica Rivera, Ph.D., Director, Proyecto Pa'Lante

Jamie Daugherty-Marable, Ph.D., Director, Project Success

Academic Development provides quality academic and support service programs for Northeastern Illinois University (NEIU) students. Academic Development assists first year and continuing students to accomplish their academic, personal and professional goals through the delivery of academic advisement, academic courses and instructional support, student engagement opportunities, and enriching cultural programs. Academic Development is comprised of the following programs and services: Academic Advisement and Testing Center, Academic Literacy Development Program (English Language Program [ELP] and Reading Development Program), Accessibility Center, University Center for Academic Support (Learning Center, Math Lab and Reading Lab), Project Success, Proyecto Pa'Lante, Summer Transition Program, and TRIO/Student Support Services programs (SSS-Achieve, SSS Teacher Preparation, and SSS-Access).

ACADEMIC ADVISEMENT AND TESTING CENTER

Yvonne Gulli, M.A., Director

The Academic Advisement and Testing Center provides 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. Special advisors are available for students interested in pre-law and pre-professional health sciences programs.

The Academic Advisement and Testing Center also administers and coordinates a variety of assessment programs and services, including placement testing in English (Writing and Reading) and Mathematics, and the English Competency Examination (ECE).

ACADEMIC LITERACY DEVELOPMENT PROGRAM

The Academic Literacy Development Program is comprised of the English Language Program and the Reading Development Program. Some courses are taught as learning communities from both programs.

ENGLISH LANGUAGE PROGRAM

Jeanine Ntahirageza, Ph.D., Assistant Professor of Teaching English as a Second/Foreign Language, Coordinator

Lawrence Berlin, Ph.D., Associate Professor of TESL, I.E.S. Minor Program Advisor

Theodora Bofman, Ph.D., Professor of TESL

Sandra Hunt, Ph.D., Associate Professor of English

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

The ELP Writing Lab provides tutoring for students from any college in the university who want help with academic writing assignments, offers assistance to students enrolled in ELP and English composition classes and students preparing for the English Competency Examination, and offers workshops to the university community on various topics related to academic writing. The professional staff is trained to work on a one-to-one basis, can provide assistance with the development and organization of ideas, the use of research in writing, and revising and editing techniques, and trains graduate assistants in tutoring techniques. Conversation Groups are offered to help students develop oral English skills, make social contacts outside the classroom and learn from cross-cultural encounters.

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 ESL 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 ESL 112 and/or ESL 114, or direct placement into ESL 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

ESL-120 Writing Workshop III

Note: If a student makes exceptional progress in ESL 114 and places out of ESL 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 Advanced Reading for the ESL Student

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:

ESL-121 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 Classroom¹

LING-301 History of the English Language¹

LING-303 Grammars of English¹

LING-304 Introduction to Phonology¹

LING-345 Linguistics and Reading²

Notes: ¹ prerequisite: LING-201; ² prerequisite: consent of advisor

Column B: Speaking

CMTC-101 Foundations of Communication
 CMTC-214 Business and Professional Communication
 CMTC-306 Studies in Speech³
 CMTC-310 Persuasion
 CMTC-313 Gender Differences and Communication
 CMTC-314 Organizational Communication
 Notes: ³ prerequisite: consent of instructor

Column C: Writing

ENGL-200 Writing in Context⁴
 ENGL-235 Introduction to Creative Writing I⁴
 ENGL-236 Introduction to Creative Writing II⁴
 ENGL-335 Written Communication for Business
 ENGL-375 The Essentials of Tutoring Writing⁵
 ENGL-376 Advanced Composition⁵
 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 Poetry⁶
 ENGL-202 The World of Drama⁶
 ENGL-203 The World of Fiction⁶
 ENGL-360 Detective Fiction⁵
 ENGL-380 Multi-Cultural Literature in America⁵
 ENGL-390 Young Adult Novel⁵
 ENGL-391 Children's Literature⁵
 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

The English Placement Test or the English Competency Examination is required before enrollment in any English Language Program course. Authorization to enter all courses is required prior to registration. Authorization can be obtained in the English Language Program office (CLS 2-046).

ELP-090 Language Competence Skills, 3 cr. (Does not apply towards graduation.) This course is designed for students who, despite prior college-level course work in writing, are unable to pass the English Competency Exam. It provides them with intensive, individualized instruction in the skills associated with college level competency in writing.

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

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-112 English Language Workshop I, 3 cr. (English language learners.) Basic principles of personal essay writing in English, with emphasis on developing sentence level skills.

ESL-114 English Language Workshop II, 3 cr. (English language learners.) Introduction to the basic principles used in writing expository essays based on personal experience, and intensive work to improve sentence level skills.

ESL-120 English Language Workshop III, 3 cr. (English language learners.) Practice and instruction in writing expository essays, with emphasis on paragraph development, increased fluency in written English, and proofreading skills.

ESL-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 ESL-120.

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 ESL-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 ESL 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.

READING DEVELOPMENT

Linda Chenault, M.A., Coordinator

The Reading Development Program (RDP) is comprised of READ courses and the Reading Lab.

RDP strives to offer courses that meet the needs of the students, including their work schedules, offering multiple sections and workshops to meet the ever-increasing demand. READ courses have been developed for the ESL student, as well as the native speaker, and are sequential in design. Students place into READ courses based on the results of the Reading portion of the University placement exam (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.

COURSE OFFERINGS

READ-095 Reading Workshop, 3 cr. (Does not apply towards graduation.) Develops the prerequisite reading skills and strategies necessary to comprehend and recall college text material. Strengths and weaknesses are identified through diagnosis and self-assessment. The course concentrates on preparing for better understanding before reading, solving comprehension problems during reading, and extending comprehension after reading. Registration by permit only.

READ-101 Reading Comprehension, 3 cr. Provides opportunities for students to develop greater proficiencies in reading college level text. Strategies for organizing information, note taking, discussing materials read, and writing responses to materials read are emphasized. Registration by permit only.

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

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

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.

ACCESSIBILITY CENTER

Victoria Amey-Flippin, Ph.D., Director

The Accessibility Center, affords students with physical and learning disabilities “reasonable accommodations” in compliance with Section 504 of the 1973 and the American with Disabilities Act of 1990 which insure students equal access to post secondary education. Prior to receiving services, students must “self-identify disabilities by submitting documentation based upon diagnosed need from appropriate professionals. Liaison efforts amongst students, staff, and the Center are then initiated for the HELP and Learn and Earn Programs.

The HELP Program, under the auspices of the Accessibility Center, provides academic support services and technical assistance for students and faculty. The program provides services which include interpreters and translators, advising/registration assistance, note takers, reader/scribe assistance for exams, taped texts, TDY telephone access, emergency taped textbooks, and class handouts. Students with disabilities are encouraged to visit the office before each semester starts to arrange accommodations.

The Accessibility Center offers tutor support to program participants through the Learn and Earn Program in partnership with the Office of Rehabilitation (ORS). Student eligibility for this tutoring program is authorized by the Office of Rehabilitation so NEIU students must qualify for ORS services. Accessibility Center staff acts as the liaison between ORS, faculty, tutors and student participants. Students, with and without disability, are encouraged to apply to provide this vital service to program participants.

LEARNING SUPPORT CENTER

Katherine Gleiss, M.S., Director

Michael Martindale, Math Development Specialist

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 for all NEIU students an area for learning groups and an opportunity to learn with other students. Appointments are strongly encouraged but students are welcome to drop in to discuss their personal academic support needs. The Learning Success Center (LSC) is located on the 4th floor of the Ronald William’s Library.

MATHEMATICS DEVELOPMENT

Thomas Blackburn, M.S., Coordinator

Students are placed into mathematics courses by MATH ACT scores or the results of the NEIU Math Placement Tests. Course work indicated by these placement standards is required.

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 "14 or less" or MPT score of "00"*

MATH-091 Intermediate Algebra I, 3cr. This course focuses on the concepts and structures of intermediate 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 "15 to 17" 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 "18 to 21" or MPT score of "02"*

PROJECT SUCCESS

Jamie Daugherty-Marable, Ph.D., Director

Project Success is a recruitment and educational services program primarily for African American or first generation college students who demonstrate academic potential, but may not meet the general university admissions requirements. 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. The student receives guidance and support from an academic advisor until the student meets the requirements to declare a major.

COURSE OFFERINGS

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 of have not earned a C or better grade in ACAD 101C at NEIU based on the Project Success Participant 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

Proyecto Pa'Lante is a recruitment and educational services program primarily for Latino students who demonstrate academic potential, but may not meet the general university admissions requirements. 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. The student receives guidance and support from an academic advisor until the student meets the requirements to declare a major.

Proyecto Pa'Lante es un programa de apoyo educacional creado para reclutar y servir primariamente a estudiantes Latinos que demuestran potencial académico pero que quizás no reúnen los requisitos exigidos para admisión general. El programa provee servicios de apoyo para sus estudiantes en áreas de orientación personal, ayuda académica, tutoría, orientación vocacional, y refuerzo cultural, para ayudar al estudiante adaptarse a la universidad, mejorando así el progreso académico y la persistencia para adquirir un título universitario.

COURSE OFFERINGS

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 NEIU based on the Proyecto Pa'Lante Participation Agreement.

SUMMER TRANSITION PROGRAM

Luvia Valentin, M.A., Coordinator

The Summer Transition Program is a comprehensive six-week program preparing students for a successful transition from high school to Northeastern Illinois University. The STP is designed to enhance math, reading comprehension, and writing skills prior to the first college semester. STP participants will also enroll in student success and career exploration workshops.

TRIO STUDENT SUPPORT SERVICES

TRIO Student Support Services programs 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 the 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;

TRIO Student Support Services-Access

Peter Illing, M.S.W., Director

Access 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.

TRIO Student Support Services-Achieve

Terri Hlavin, M.A., Director

Achieve serves 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.

TRIO Student Support Services-Teacher Preparation

Terri Hlavin, M.A., Director

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

THE ANGELINA PEDROSO CENTER FOR DIVERSITY AND INTERCULTURAL AFFAIRS

Murrell Duster, M.A., Associate Vice President and Dean of Diversity and Intercultural Affairs

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 home to the Latino Resource Center, African/African American Resource Center, and the Asian/Global Resource Center. 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 will 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, M.Ed., 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, M.A., 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

Miguel Cambray, M.A., 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.

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 Educational Leadership / Type 75 Certification and other graduate courses from the College of Education are offered at CCICS on a regular basis.

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.

The CCICS computer lab is equipped with 20 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 six 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 Kemetec 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 efforts on African Americans in the state of Illinois.

COLLEGE OF ARTS AND SCIENCES EDUCATION PROGRAM (CASEP)

Jim Blair, M.A., 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 linked classes, 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
U.S. History 214
Writing 101
Cooperative Learning in Adventure Education
School and Society

Sophomore Classes:

Communication 101
Educational Foundations 305
Educational Foundations 306
Earth Science 121

CENTER FOR ACADEMIC WRITING (CAW)

Kate Hahn, Ph.D., Director

The Center for Academic Writing (CAW), 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. CAW also provides peer tutoring to students enrolled in WIP courses. More information is available by contacting the Center for Academic Writing by phone at 773-442-4492, by email at mk-hahn@neu.edu, or on the web at www.neu.edu/~wip.

Writing Intensive Program (WIP)

The Writing Intensive Program is comprised of undergraduate courses across the curriculum that fulfill the writing intensive graduation requirement. Effective Fall 2008 and thereafter, all newly admitted undergraduate students must successfully complete a writing intensive course within their discipline. Students should speak with their advisor to learn which course(s) will fulfill the writing intensive graduation requirement for their major.

WIP courses are content courses that are designed to help students improve their writing skills and learn about writing in their chosen discipline. The Center for Academic Writing 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 the Center for Academic Writing for information about WIP peer tutoring. Information is available by phone at 773-442-4492, by email at mk-hahn@neu.edu, or on the web at www.neu.edu/~wip.

COURSE OFFERINGS

ANTH-355 WIP:	History of Anthropology
ART-292 WIP:	Professional Practices
ART-392 A/B WIP:	Professional Practices
BIO-305 WIP:	General Ecology
CMTC-200 WIP:	Theories of Communication, Media and Theatre
ECED-313 WIP:	Language Development and Educational Implications
ECON-320 WIP:	Non Profit Management, Administration & Communications
ELED-302 WIP:	Methods of Teaching Language Arts in the Elementary School
ENGL-210 WIP:	Methods for English Majors
GES-250 WIP:	Writing in GES
HRD-325 WIP:	Communication in Human Resource Development
LLAS-201 WIP:	Culture and History of Latinos
MNGT-370 WIP:	Managing Global Business Organizations
MATH-251 WIP:	Discrete Mathematics
NDP-310 WIP:	Diversity in the Workplace
PHIL-210 WIP:	Arguing Philosophically
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
SWK-303 WIP:	Human Behavior and the Social Environment I
SWK-322 WIP:	International Social Work
SPED-371 WIP:	Foundations of Special Education,
WLC-250 WIP:	French Novel in Translation
WSP-201 WIP:	Feminist Ideas

Note: Art majors must successfully complete ART 292, 392A, and 392B in order to fulfill the Writing Intensive graduation requirement.

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

Maria E. Luna-Duarte, M.A., Interim Director

Northeastern Illinois University-El Centro Campus is the University's academic center for the Latino community. Known as El Centro [the center], this satellite campus provides educational opportunities to members of the Latino community, though not exclusively, in or near their own neighborhoods. NEIU-El Centro Campus assists students and their families with the admissions and financial aid processes, offers undergraduate and graduate courses leading to Bachelor's and Master's degrees, provides comprehensive academic support and co-curricular programs for students, and serves the Latino community through English as a Second Language (ESL) and computer literacy instruction as well as outreach programs in the areas of education, health, housing, and technology. El Centro Campus serves the non-traditional, part-time, and returning adult students populations as well as traditional first-year and transfer students.

In keeping with Northeastern Illinois University's mission, El Centro Campus' mission is to provide accessible, quality, and affordable education to students who are primarily interested in taking classes during the evening hours or on the weekends.

Students and community members at NEIU-El Centro Campus have access to a higher education environment with modern facilities which include technology enhanced classrooms, meeting rooms, study rooms, multipurpose activity room, student lounge, and a Library Resource Center. In addition, NEIU-El Centro Campus has state of the art technical resources including wireless internet access and computer laboratories equipped with PCs and Macintosh computers. A full load of 12 credit hours is possible during both Fall and Spring semesters with additional courses offered during the Summer sessions. All of the classes are taught in English with the exception of the language courses. In addition to the courses offered for academic credit, non-credit offerings such as lecture series, seminars, and workshops are held throughout the academic year.

NEIU-El Centro Campus is located in the Avondale neighborhood on the northwest side of Chicago, just four miles south of NEIU's Main Campus. NEIU-El Centro Campus is easily acces-

sible to residents of West Town, Hermosa, Humboldt Park and Logan Square.

For more information contact NEIU-El Centro Campus at 3119 North Pulaski Road, Chicago Illinois 60641. Telephone: 773-442-4080; Fax: 773-442-4085. Web: www.neiu.edu/elcentro.

FIRST-YEAR EXPERIENCE (FYE)

Barbara A. Sherry, J.D., Coordinator

Maria T. Frances, Office Manager

Lech Walesa Hall, LWH-3026

(773) 442-4297

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-109A: FYE: Windy City Anthropology! (SB) Artifacts, monkeys, and a diversity of cultures – anthropologists study the cultural and biological aspects of being human in the present as well as in the prehistoric past. This exciting course will introduce students to the fundamental concepts and ethics of anthropology through field trips, readings, off-campus projects, hands-on lab activities, and discussions. Students will take advantage of the incredible resources Chicago has to offer as we learn and practice the methods of ethnography, archaeology, and forensic and fossil human studies. Get ready to eat, study, measure, read, observe, and participate as we explore the human experience in Chicago!

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.

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.

BLAW- 109: FYE: Professionalism, Ethics, Law, and Chicago Scandals (SB)

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 businessmen, 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.

CMTT-109C: FYE: Theater in Chicago: The Audobon/Northeastern/Redmoon Theater Partnership (FA)

The focus of this general education introduction to theater class will be its partnership with Chicago's Redmoon Theater. Redmoon is an acclaimed community-based theater which brings theater to underserved Chicago communities. To facilitate this partnership, Northeastern students will meet one day a week for class at Audobon Elementary School, which has been adopted by Redmoon Theater. Northeastern students will have opportunities to work with Redmoon Theater artists in Audobon classrooms and participate in Redmoon initiatives and internships.

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.

EDFN-109: 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

ENGL-109: FYE: Literature and Diversity in Chicago (Title varies) (HU)

The various topics offered under this title explore the rich literary landscape in all its diversity in Chicago.

ENGL-109A: FYE: Chicago's Literary Diversity: Reading the Neighborhoods

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

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

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.

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 grounds 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.

GES-109: FYE: Chicago Geographies (SB)

GES-109A: FYE: Global Chicago 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: Environmental Chicago 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, brownfields, 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)

Justice in Chicago provides first year students with an opportunity to critically examine social injustices in institutions and social structures through a critical lens. Using Chicago as a lab, students actively discover its diversity and complexity through readings, speakers, films, and field experiences. During the semester, you will experience justice in many forms. Some of those forms will be familiar to you, such as learning about the court system, and some will be new, such as meeting judges and attorneys. In this course, you shall get out of the classroom and into various communities, such as a courtroom, a courthouse jail, and a community organization which deals with issues of poverty and inequality. We will consider the question: Can there be justice if there is inequality? via readings, field trips, speakers and films.

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.

DANC-109: FYE: Stepping 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 is a non-movement based approach to learning about dance as an art form, and will focus on learning about ballet, modern, jazz and ethnic dance through lectures, discussions, the attendance of outside performances, written assignments and service learning with dance organizations.

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. Through out 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 (NS)

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

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-109: FYE: Investigating Chicago (Title varies) (SB) Investigating Chicago provides an opportunity for freshmen to explore Chicago as a living, dynamic entity through the lens of Sociology. Using the city as a lab, students actively discover the complexity and diversity of Chicago through readings, films, speakers, and field experiences.

SOC-109A: FYE: Immigration and Migration This course provides an introduction to migration theories, methodologies, and policies. Students will develop an understanding of the sociological approach to migration. We will focus on the Chicago area, but also analyze migration at the international and national levels.

SPAN-109: FYE: The Hispanic Influence in Chicago (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

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

Janet P. Fredericks, Ph.D., Director of International Programs and Dean of the Graduate College

Kyu Park, Ph.D., Associate Director of International Programs

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 nine 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 other Illinois colleges and universities to promote the awareness and importance of international education. As referenced in the preceding paragraph, NEIU has been selected to participate in a pilot international exchange project under the auspices of HACU. This project will provide NEIU students with opportunities for exchange experiences in Mexico and Central and South America.

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 inter-cultural 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, or 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 anytime they are considering an action that could have an impact on their international student status. In order to maintain their international student status, all international students must be full-time enrolled 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 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 obliged to contact the coordinator of International Partnerships regarding academic issues, queries about their status, and before traveling outside the U. S. during their program. All international exchange students must meet program requirements based on the agreements between Northeastern Illinois University and their home university.

MCNAIR SCHOLARS PROGRAM

Kimberly Sanborn, Ph.D., 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)

The Middle Level Education Program in Math and Science provides a focus on content preparation in math and interdisciplinary life and natural sciences with a thorough underpinning of math and science content, pedagogy specific to the effective teaching and learning of math and science, as well as the connections interrelationships and applications of these disciplines to other areas of knowledge. The program emphasizes developmental responsiveness, providing the candidates with both an understanding of young adolescent social, emotional, physical and cognitive development but also hands on experiences with young adolescents in both classroom and community settings.

Students who complete this program qualify for elementary education state certification Type 03. Upon completion, they are eligible to teach elementary school (grades K-9) with a specialization at the middle school level (6-9). Candidates in this program also earn state endorsements that qualify them to teach middle school math and science as well as a state endorsement in language arts. Candidates who complete this program meet highly qualified standards as defined by many national and state standards including the State of Illinois "HOUSE" Regulations, NCLB, National Council of Teachers of Mathematics, National Association of Science Teachers, and the National Middle School Association.

Candidates learn to address the developmental and learning needs, socio economic, language and cultural perspectives diverse young adolescents bring to the classroom. The MLED program gives candidates experiences in analyzing as well as designing effective curriculum for both elementary and middle school, designing and then practicing developmentally appropriate and differentiated instruction, using research based teaching strategies appropriate to the needs of specific

groups of students or individual students, using a variety of technologies and medias as tools, setting up positive classroom climates, working with the group dynamics of a middle school classroom and developing and using data and assessment as a tool to inform teaching and learning practices. MLED provides candidates with ways to engage young adolescent students in inquiry and investigation, in their ability to think critically, to make humane and ethical decisions, to communicate, to wrestle with real world problems and challenges and to grow in their excitement about school and learning.

The MLED program provides program supervisor/coaches who form mentoring relationships with the MLED candidates early in the program and stay with them to throughout their studies to facilitate their journey toward the successful completion of the program. In Blocks I and I1 the program supervisor/coach facilitates advisory, supports students in early field experiences, facilitates the disposition round table and assists students in developing their content focused interdisciplinary math and science portfolio. The supervisor /coach in Blocks III, IV, and V teaches the MLED 301 curriculum course, at least one methods course, coordinates the “internship” model of clinical experiences as well as supervises and coaches clinical experiences in at least one content area, works with partners schools and teacher mentors for high quality student teaching experiences, teaches the ELED 329 MLED section of the Student Teaching Seminar and supervises the student teaching candidates.

The Middle Level Education Program in Math and Science is unique because of its emphasis on a combination of specially designed math and science content courses and specially designed professional courses for middle school teaching and because all aspects of the program are jointly taught, designed, delivered and assessed by the College of Education and the College of Arts and Sciences and administered as an interdisciplinary program by the Offices of the Provost and Academic Affairs. The training to become a teacher of math and science at the middle school level starts at the very beginning of the candidate’s college education with uniquely designed general education and content minor courses and continues on through the professional education course sequence. Professional education courses, guided and reflective field and clinical experiences and the specially designed content courses not separated into a “lower division, upper division” model but are instead threaded, integrated and build upon one another in a coherent and cohesive fashion throughout the teacher preparation experience.

The MLED program is part of a higher education consortium and public school partnership in which professors from NEIU, the City College of Chicago and teachers from Chicago Public Schools team-teach students from across their institutions. The goal of the partnership is to decrease the time to graduation and increase the success of a more diverse group of candidates seeking to become highly effective and highly qualified teachers of young adolescents in the disciplines of math and science.

Degree Requirements

In order to graduate from the program and be entitled to state certification, student’s must complete a minimum hours of study which include the following requirements:

- University General Education (university and program limited list that includes Soc/EDFN 104 and Linguistics 120)
- Professional Education Coursework Math and Science Concepts Minor GPA (other program specific minors to be identified in the future)
- Additional courses required for State Certification
- Completion of the MLED Program Computer/Information Literacy Requirement and additional computer and technology literacy/integration requirements as specified by the program.
- Program Exit Criteria

Required Professional Education Courses

EDFN 306 or ELAD EDFN-216) Child & Adolescent Development: Education and Individual Differences (With 20 clinical hours.)	3 cr.
EDFN 307 or ELADEDFN 217 Psychology of Instruction and Learning (With 20 clinical hours)	3 cr.
EDFN 305 Philosophical and Historical Foundations of Public Education or aligned and articulated transfer course [introduction to Education with 15-20 early field hours]	
MLED-301 Curriculum and Instruction of Elementary and Middle Level (Fulfills ELED 301) Prerequisite for all methods courses.....	3 cr.
ELED-312 Teaching Strategies for English Language Learners and Multicultural Groups.....	3 cr.
ELED-302 Methods of Teaching Language Arts Elementary School.....	3 cr.
ELED-304 Methods of Teaching Social Studies Elementary School	3 cr.
MLED-340 Math Methods with Problem Solving for teaching at the Elementary & Middle Level.....	3 cr.
MLED-328M Math Clinical Experiences (50 clinical hours in schools)	1 cr.
MLED-335 Science Methods with Problem Solving for teaching at The Elementary & Middle Level.....	3 cr.
MLED-328 S Science Clinical Experiences (50 clinical hours in schools)	1 cr.
TED-316A Content Literacy at the Elementary and Middle Level (50 clinical hours in schools).....	3 cr.
ELED-329 MLED section Student Teaching in Elementary Educations	9 cr.
Total Professional Education	44 cr.

Required Cognate Courses

HPERA PEMT-342T Cooperative Learning in Adventure Education.....	3cr
SPED 201 Special Needs Students in the Inclusive Classroom.....	3 cr.
HLED 199 Health and Wellness of the Emerging Adolescent	3 cr.
Total Cognate Credits	9cr

**Additional Course Requirements
in General Education**

In addition to the successful completion of the MLED program and the MSTQE Math and Science Concepts Minor, students must complete the general education requirements of the MLED program, the College of Education and the State for Certification.

Fine Arts (6 cr.)

Humanities (9 hours) that must include an English department course in literature and Linguistics 120

Behavioral and Social Sciences (12 hours):

U.S. History 214 or 215

PSCY-AMER 216

Anthropology or Non Western or 3rd World Culture Course

School and Society –SOC/EDFN 104

Written communication (English 101 and 102
with a grade of “C” or higher 6cr

Oral communication with a “C” or higher..... 3cr

Math Literacy fulfilled by M&S Concepts Minor

Biology and Physical Sciences fulfilled by M&S Minor Courses and Perquisites. (see section in this catalog)

Total Credits in MLED Program (MSTQE Math and Science Minor and General Education Course Sequence inclusive): 128 credit hours

DECLARATION OF MAJOR

In order to register for MLED 301 Curriculum in the Elementary and Middle Level Schools, students must be authorized by the faculty advisory team and the program director of the math and science concepts minor. In addition the students must be admitted to the College of Education. Students should meet with program advisors to plan their program prior to taking EDFN 216 or EDFN 306 Child and Adolescent Development. Students should complete the necessary procedures to declare their majors and pass the Illinois Test of Basic Skills while they are enrolled in EDFN 306 or EDFN 216. Only students who have declared their majors and pass the Illinois Test for Basic Skills and are admitted to College of Education will be permitted to register for Professional Education Courses. An NEIU GPA of 2.5 and Math and Science Concepts GPA of 2.5 are required to declare a middle level education major.

Note: Requirements for state endorsement for teaching middle school (grades 6-9) are met by the course requirements for the Middle Level Education Program

ADMISSION TO PROGRAM

Sequence for Middle Level Education Professional Sequence with admission and retention requirements.

Block I

Complete the following with ‘C’ or better. Participate in mandatory reflective advisory seminars and collegial study groups. Complete the Science Fair Project. Complete the first disposition round table. Begin program portfolio.

EDFN 305 includes 15 hours of early field experiences or Introduction to Education (articulated agreement) recommend completion as early as possible in the program.

SOCIOLOGY/EDFN 104 School & Society (W/15 hours of
early field experience)3 cr
LINGUISTICS 120 Language and Human Behavior 3 cr
HPERA PEMT-342T Cooperative Learning in Adventure
Education Recommended in Block
1 but may be taken any time prior to
student teaching3 cr.

EDFN 216 or

EDFN 306 Child and Adolescent Development or Educa-
tion and Individual Differences (With 20 clini-
cal hours)..... 3 cr.

EDFN 217 or

EDFN 307 Psychology of Learning
(With 20 clinical hours)3 cr.

Block II

- Complete the following with ‘C’ or better.
- Participate in mandatory reflective advisory seminars.
- Add to program portfolio.

SPED 201 Special Needs Child in Inclusive Classroom
(includes 20 hour early
field experiences) 3 cr.

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

Block III

Enroll in this Block by authorization, which includes:

- Must have a cumulative GPA of 2.5, M&S Concepts Minor GPA of 2.5, declared major and COE admission. Note: Completion of Level I MLED Program Technology Competency Requirements as part of MLED 301 and MSTQE Math and Science Concepts Minor
- The disposition round table with exit ticket and recommendations
- Satisfactory completion of the early field and service learning experiences, science fair requirements and inquiry project in Block I and Block 11.
- Participation in mandatory reflective advisory seminars.
- Participation in study groups

- First program portfolio round table and review with feedback 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 IV –

150 Clinical Hour Coached “Internship” Block

Enroll in this Block by authorization, which includes:

- Block III Disposition Round Table.
- Active participation in the program advisory sessions
- Second program portfolio round table and review
- Recommendations as listed above

TED 316a Content Literacy: Reading and Writing in the Content Areas at the Elementary and Middle School Level (With 50 clinical hours 2/3 at 6-9 and 1/3 at k-5) 3 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 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 Clinical with 50 hours of clinical experiences (2/3 at the 6-9th grade level and 1/3 at the k-5th grade level) 1 cr.

During Block IV Students’ must do the following before proceeding to Student Teaching.

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

Block V

Enroll in this Block by authorization, which includes:

- Active participation in the advisory sessions
- Final program portfolio round table review
- Final disposition roundtable
- Grade point average of 3 in MLED 328S, MLED 328M and clinical hours of TED 316A

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

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

In order for students to receive entitlement for the Type 03 Elementary Education Certification they must have received a “B” or better in student teaching and have passed the three state ICTS assessments: The Test of Basic Skills, the Content Area Examinations as well as the Assessment of Professional Teaching.

Notes: Students will be advised to take the ICTS Basic Skills Test no later than the beginning of Block II. Candidates will be expected to have passed the examination prior to declaring a major. Students who do not pass the ICTS Basic Skills Test will receive advisement with respect to program and campus resources i.e. tutoring, as well as taking appropriate course work or course modules to assist them in acquiring the knowledge and skills needed to be successful on the exam.

Prior to Student Teaching all MLED program students must complete a minimum of 150 clinical hours in schools. [While the State of Illinois requires a minimum of 100 clinical hours MLED provides students with an internship style clinical experience of 150 hours]. The state approved clinical experience (completed in conjunction with the MLED 335, MLED 340 and TED 316A) requires placement in a public or private k18 or middle school with a state certified teacher. MLED also requires that the teacher have training as a teacher mentor and hold a state endorsement in middle school math or middle school science. To request placement for clinical experience, students must file a request with MLED program

director as well as register in the Office of Clinical Experiences and Student Teaching (Please see catalog section, Clinical Experiences and Student Teaching).

In order to be considered for the Clinical Experiences Internship students must be admitted to the College of Education and accepted into the Elementary Education Program as well as the MLED Program. In addition students must have completed MLED 301 and ELED 302.

To qualify for student teaching students must maintain a minimum grade point average of 2.75 in the Professional Sequence 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 certification by the State of Illinois, a student must earn a grade of "B" or better in Student Teaching.

COURSE OFFERINGS

HPERA 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 Curriculum & Instruction for Elementary and Mid Level 3 cr. The relationship of theory to practice is studied in a variety of middle school curricula. Analyses and interpretation of teaching-learning process are conducted. Special attention is directed to: (1) instructional objectives in planning, (2) application of theories of adolescent development, learning, classroom management, and instructional methodology to multicultural curriculum development, (3) unit and lesson planning, and (4) practice analyzing, applying, modifying and using research and standards based curricula (5) active hands on assessment techniques. Other area explored are the middle school model, best practices in middle school, cultural competency and connecting with parents and community, and strategies for meeting the needs of students with special needs.

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 reading, 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 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 328 M Math Clinical Experiences, 1 cr. A supervised clinical experience that provides opportunities for the candidate to practice the design and teaching of mathematics under the support and coaching of an experienced instructional team made up of the MLED 328M faculty member and a classroom teacher mentor with a state endorsement 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 I 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 . Student 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 video taped 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 ELED certification 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

The Math and Science Concepts Minor is designed for undergraduate students interested in developing 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.

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 minor and or content concentration.

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, 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. All of the courses in the Math and Science Concepts Minor Course focus on conceptual knowledge, 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 interesting, 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 141, 143 or 113 and in some cases, by demonstrating they are qualified for college level algebra by an earned "A" in Intermediate Algebra, (or the equivalent) or qualifying on the NEIU math placement exam.. 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 the M&S Concepts Minor Program Advisory Committee.

- Students must sign a program agreement regarding their understanding of and willingness to meet and participate in the program requirements.

Program Requirements:

- Students must register for and participate concurrently in both courses in each course pair.
- Students agree to attend workshops and study groups in technology, math and science that are attached to course pairs.
- Students will participate in the bi-weekly reflection, peer mentoring and advisory sessions held throughout their course of study in the Math and Science Concepts Minor.
- Students understand that the courses include 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.
- Students are expected to mentor middle school students in school and area science fairs, judge science fairs and conduct and complete their own science or math inquiry project.
- Students 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.
- Students understand that the learning experiences in the content courses are inquiry, problem and process based. Work in the program is also based on an instructional philosophy of interdisciplinary inquiry, hands on reflective learning and the collaborative creation of knowledge. All courses require work that utilizes the following applications and domains: 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.
- Students agree that criteria for advancing to the capstone courses includes documentation of requisite dispositions in the disposition roundtables and portfolio documentation of meeting the Illinois Content Standards for Educators of Mathematics and Science as well as selected and developmentally appropriate National Middle Association Standards for Teachers of Middle Level Students.
- Students are required to create a portfolio documenting their 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

Including prerequisite and cognate courses. Courses in the course pairs must be taken concurrently. Course blocks must 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.

BLOCK I

MATH 280 Geometry/Trig Concepts for Middle School Teaching (4 cr.) and

PHYS 108 Physics Concepts for Middle School Teaching (4 cr.)

MATH 281 Number Theory Concepts for Middle School Teaching (4 cr.) and

CHEM 108 Chemistry Concepts for Middle School Teaching (4 cr.)

BLOCK II

MATH 147 Statistical and Probability Concepts (4 cr.) and

BIO 104 Changing Natural Environments (Special Section for the Math/Science Concepts Minor students) (3 cr.) and

BIO 105 Environmental Biology Lab (1 cr.)

BLOCK III

MATH 145 Algebra Concepts for Middle School Teaching (4 cr.) and

NEIU BIO 199 Concepts in Biology for Middle School Teaching (4 cr.)

BLOCK IV

MATH 380 Calculus Concepts for Middle School Teaching (4 cr.) and

NEIUBIO 299 Ecology Concepts - (3 cr.)

MATH 381 Concepts in Discrete Mathematics for Middle School Teaching (3 cr.)

BLOCK V

Methods of Teaching Math, Science and Reading (Content Literacy)

See Block V in the Middle Level Teacher Education (MLED) section of the academic catalog.

*Program requires that students complete a course in Earth Science in addition to the physical and life sciences in the program course pairs.

COURSE OFFERINGS:

BLOCK I:

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 its 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 principals 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

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. It 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

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 trigonometric 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.

BIO-199 Biology Concepts for Middle School Teaching, 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

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 give 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 2010-2011 catalog for the course of studies for Math and Science Concepts Minor students who seeking middle school specialization program (k-9 certification with endorsements in grades 6-9). See Elementary Education section in the 2010-2011 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

Janet Sandoval, M.A., Director

Nontraditional Degree Programs (NDP) Advisory Council

Hamid Akbari, Ph.D., Associate Professor

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 40 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
Sangmin Bae, Political Science
Lesia C. Davis, Anthropology
Genet Duke, Earth Science
Amanda Dykema-Engblade, Psychology
Rodney Higginbotham, Communication
Media and Theater
Christina Madda, Reading Department
Mark McKernin, Art
Emina A. Stojkovic, Biology

Honors Faculty Across the Disciplines: for a complete list of faculty members participating in the Honors Program from Fall 2009 to Spring 2012, please see the Honors Program website, <http://www.neiu.edu/~hprogram/>

The University Honors Program is designed for highly motivated, academically inquisitive students who are looking for an enriching college experience. Individuals in the Honors Program are part of an active community of students and faculty who share a passion for learning and a commitment to excellence in scholarship, research, and creative expression. Honors students enjoy priority registration, small class size, and a stimulating curriculum that cultivates critical thinking, independent analysis of course material, and skill in self-expression, communication, and critical writing. Many Honors courses are interdisciplinary, inviting students to make connections among ideas, practices, and approaches within and outside their primary field of interest. Study Abroad and international field experience can partially fulfill upper-division Honors coursework. Successful completion of the Program results in Honors Student and Honors Scholar designations imprinted on diploma and transcript, and graduation with University distinction. Students admitted to the Honors Program in fall 2007 or after are part of the new Honors Program.

The Honors Program is open to eligible Undergraduates in all fields of study. A limited number of Merit Tuition Scholarships and Travel Fund are awarded to students on the basis of academic merit, honors course completion.

The University Honors Program is composed of two independent tiers: The *Honors Student* Program for freshmen and sophomores, and the *Honors Scholar* Program for juniors and seniors. Four unique Area Courses in the first tier introduce Honors Students to the array of studies available at NEIU

and demonstrate the interconnections between academic disciplines. A seminar in research and creative practices, Honors electives, and Thesis hours make up the Honors Scholars coursework in the second tier.

All Honors 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 elective Honors Art course).

More detailed information on the NEIU Honors Program is available in the Honors Office, B-141, or by phone at: (773)442-6044.

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; minimum high school GPA of 3.5 on a 4.0 scale; minimum ACT score of 25; minimum SAT score of 1100; 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.

Transfer Students: ‘High Pass’ on application essay. Minimum cumulative GPA of 3.5 (based on a 4.0 scale) 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 Honors Program Coordinator.

Enrolled Students: ‘High Pass’ on application essay. Minimum GPA of 3.5 in courses numbered 100 and above.

Retention Requirements for the *Honors Student* Program:

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

Minimum cumulative GPA of 3.5 must be maintained.

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 will 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
<u>Total</u>	15 cr

Students who successfully complete the Honors Student Program will have the designation Honors Student imprinted on their diploma upon graduation.

HONORS SCHOLAR PROGRAM

Individuals 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's-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: 12 credit hours of 300-level Honors courses and a three credit hour Honors thesis or creative project. Specifically, Scholars are required to complete ZHON 360-Honors Seminar in Research and Creative Processes, 9 credit hours of 300-level electives (such as ZHON 375 and/or major courses adapted for Honors credit), and ZHON 395 – Honors Thesis/Creative Project. See below for additional information on adapting courses for Honors credit and on the Thesis/Creative Project requirement.

ZHON 360-Honors Seminar in Research and Creative Processes.....	3 cr.
3 Honors electives (ZHON 375 and/or adapted courses).....	9 cr.
ZHON 395-Honors Thesis/Creative Project.....	3 cr.
<u>Total</u>	15 cr

Retention Requirements for the Honors Scholar Program:

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

Minimum cumulative GPA of 3.5 must be maintained.

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 will 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 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 Honors Program requirements. Student and faculty member must discuss this option in advance, complete the Honors Program Adapted Course Application, and submit it for approval by the Honors Program 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.

Honors Thesis/Creative Project

All students must complete an Honors Thesis/Creative Project, original work that represents the culmination of the Honors Scholars curriculum. To be eligible for enrolment in Thesis hours, scholars must have completed ZHON 360 as well as a project proposal that includes abstract, literature review, and initial write-up of the proposed inquiry/project. They must also have the support of a faculty advisor familiar with the project proposal. For additional information and guidelines, Honors Scholars should pick up the Honors Thesis/Creative Project Manual and other related documents from the Honors Program 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 work 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 3119 North Pulaski Road, Chicago, IL 60641; 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.

THE GRADUATE COLLEGE

Janet Fredericks, Ph.D., Dean and Professor of Educational Leadership and Development

Northeastern Illinois University, through its Graduate College 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 and scholarly activities.

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

At present, the Graduate College offers Masters' degree programs in 36 academic concentrations. All students admitted to a Master's program are enrolled in the Graduate College and governed by its policies and procedures. Graduate students, therefore, have different tuition rates, grievance procedures, and registration processing. They are eligible to apply for the teaching/research assistantships and tuition 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 Schedule of Classes. Applicants are advised to check with the Graduate College website for any changes or special situations.

ORGANIZATION OF THE GRADUATE COLLEGE

The Dean is responsible for implementation of institutional policies related to the Graduate College. Such policies are established in collaboration with the Graduate College Advisory Committee, a group elected by and from the faculty 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 **Dean of the Graduate College, LWH-0006, Northeastern Illinois University, 5500 N. St. Louis Avenue, Chicago, Illinois, 60625-4099.**

Application materials may be picked up in the College Office or from the college website: www.neiu.edu/~gradcoll/index.htm.

The Graduate College Welcome and Information Center is open between 8:30 a.m. and 7:15 p.m. Monday through Thursday, and 8:30 a.m. to 5:00 p.m. on Friday. You may reach the Center at (773) 442-6001.

Graduate Advisors / Coordinators

Each graduate program has a Graduate Advisor/Coordinator who serves as an important link with the Graduate College. A Graduate Advisor/Coordinator evaluates and processes applications for admission to a program in the Graduate College and for graduation from the College, advises on program 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 Graduate College website www.neiu.edu/~gradcoll/index.htm periodically for important information updates.

GENERAL ADMISSION REQUIREMENTS

Applicants for admission to the Graduate College must:

1. Submit a completed application
2. Provide official transcripts
3. Possess a degree from an 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.
6. Some programs require applicants to take the Graduate Record Examination (GRE general as well as the subject test) or the Graduate Management Admission Test (GMAT). Students must arrange to send the test scores to the Graduate College at Northeastern Illinois University to avoid delay or denial of admission. Northeastern Illinois University code is 1090.
7. Departmental or program committee approval. The final admission decision rests with the faculty of the appropriate department.

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

1. Degree from an institution for which academic credit equivalency cannot be established or one that issues transcripts with ungraded academic records.
2. Lack of specific program prerequisites. Completion is required by such time as deemed appropriate by the dean and by the program advisor.
3. An erratic undergraduate academic record.
4. The applicant is an undergraduate senior within 9 semester hours of completing his/her Bachelor's degree. The student must submit an official degree transcript after commencing the program of study.
5. 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.

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 the degree transcript 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 College will inform students in writing of the results of their application. Students who are admitted are encouraged to contact their advisor and participate in available orientation programs.

Students who have not been admitted to the Graduate College may apply to the Office of Enrollment Services as students-at-large in accordance with their established deadlines.

Degree transcripts from foreign schools require special evaluation (check the section entitled "International Students" in the instructions included with the application for the address of the agency for the evaluation of foreign credentials).

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

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

4. Satisfactory completion of the published program prerequisites.
5. An average of at least B (3.0) in the undergraduate major or work that is the foundation for the Master's program.

International Students are required to fulfill all processes and requirements to the Graduate College 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.

Admission Acceptance / Deferral

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

REQUIREMENTS FOR DEGREE APPLICANTS

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

1. 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. **Consult with your program advisor or the Graduate College for details.** Workshops, institutes, or similar courses which are designed to meet their own specific needs or purposes are not normally acceptable. They must meet the academic rigor and standards expected of a graduate course.
2. Education courses that prepare students for initial teacher certification are not applicable to Master's degree programs.
3. All graduate credits within the scope of the specific Master's program must average at least B (3.0). No more than six hours of C, D, or F credits are acceptable. Grades below C bear no credit toward the degree. Upon receiving a third grade of C, or lower, the student will be inactivated and must petition the Dean of the

Graduate College in writing, providing full rationale for permission to continue in the program. A petition must be filed within 60 days from the time the status was affected. The petition will be reviewed by the Dean and the Graduate Advisor and the student will be informed of the decision within 30 days after the petition is received. The student will become ineligible for the degree and will be dropped from the program upon receiving grades below "B" in three courses.

4. To remain in good standing in a degree program in the Graduate College, the student must make satisfactory progress on a continuing basis. Lack of progress will normally result in the student being dropped from the program.

DOCUMENTS TO BE SUBMITTED BY DEGREE CANDIDATES

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

Application for Graduation. Application for graduation should be filed according to the instructions and the schedule provided with the application. Dates are also specified in the Schedule of Classes. Students may file the Application for Graduation in the term in which they expect to graduate even if they are registered at Northeastern for that semester for course(s) required for the degree. A non-refundable and non-transferable graduation fee must accompany the application. Upon evaluation of the graduation application, the student will receive a response from the Graduate College indicating outstanding requirements and whether or not there is a possibility for completion of all requirements by a deadline date. For updated deadline dates, contact the Graduate College.

A **WORK COMPLETION DATE** is established for each semester. It is published in the university Schedule of Classes and on the Graduate College website <http://www.neiu.edu/~gradcoll/index.htm>. 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 Graduate 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 OF CREDITS, TIME LIMITATIONS, ETC.

1. A maximum of nine credit hours of transfer credit from other accredited colleges/universities may be accepted. Students desiring to transfer credits must first be admitted to a degree program, have completed at least one semester at NEIU, and then write a letter of petition to the dean. The course(s) in question should be identified by title, number, and a general description. A transcript of the work must be on file in the Graduate College along

with course descriptions/syllabus and verification that the courses were applicable to a graduate program at the institution where they were taken. Workshops, institutes or other similar courses are generally not eligible for transfer credits. The criteria for acceptance are a) the work must have been completed at an accredited institution, b) it must be relatively recent, c) the grade(s) must be at least B, and d) the course(s) must be applicable to the degree sequence.

2. In the case of graduate credit(s) taken at colleges/universities outside of the United States, recommendation of the appropriate department and approval of the dean are required. Documentation of work abroad will be necessary, and consultation with an outside agency may be required.
3. A maximum of six credit hours taken at Northeastern Illinois University, prior to the granting of the bachelor's degree, may be considered for acceptance for a Master's program if these credits a) have not been applied to the baccalaureate degree, b) are applicable, and c) were completed no more than 12 months prior to the date of baccalaureate graduation. The Office of Enrollment Services must be advised, in writing, of a student's intention to petition in order to apply those courses to a Master's program. The above applies only to Northeastern Illinois University graduates.
4. Courses used as part of a previous degree cannot be applied toward meeting degree requirements.
5. The graduate program must be completed within a period of six years. Course credit(s) will be withdrawn for any work, including transfer credits, completed more than six years prior to the granting of the Master's degree. Requests for exceptions should be made in writing to the Department Advisor, Department Chair, and the Dean of the Graduate College. A rationale for such an exception is required.
6. Students applying for waiver of specific course requirements through demonstration of competence may petition the appropriate department or program committee or the Graduate College. If a waiver is approved, the student must complete an equal number of alternate credits, if applicable.
7. Courses taken as a student-at-large with a degree at Northeastern Illinois University by students denied admissions into a graduate program are not accepted in a Master's program. The eligible maximum for students qualified for admission or admitted to a program is nine credits, and such work would have to correspond to specific program requirements and satisfy all scholastic requirements of the Graduate College.

THESIS PROCEDURES

The Form for Thesis Seminar may be obtained from the Graduate College or online at the Graduate College website. Completed forms must be submitted to the records office at least one week prior to registration.

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

Graduate students conducting thesis research or its equivalent must register for GRAD 499 in fall and spring terms IF they have not successfully completed their work and received a grade OR if they are not currently registered for other credits. The Course Schedule Maintenance form for Thesis Seminar registration must be submitted to the Graduate College by the end of the first week of classes. 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.

CERTIFICATION OF STATUS

If a graduate student has completed all academic requirements with a current application for graduation on file with the Graduate College and he/she is waiting the formal awarding of a degree, the Dean of the Graduate College, upon the student's written request, will issue a letter certifying the student's status. Such letters are normally accepted by boards of education for salary increment purposes and by other universities as certification that the degree has been earned.

EXCEPTIONS

Exceptions to the published regulations of the Graduate College may be made only after approval of the Department Advisor, Department Chair, and Dean, 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 Graduate College website at www.neiu.edu/~gradcoll/index.htm.

Students may also contact the Financial Aid Office for the availability of various fellowships and other forms of financial assistance. Student interested in an appointment as a tutor or a graduate assistant must fill out the form available on the Graduate College web site at www.neiu.edu/~gradcoll/index.htm. Student skills will be matched against available positions and interviews will be arranged. Students should NOT go to departments or individuals to request a position.

CHANGES IN POLICY

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

MASTER'S DEGREE PROGRAMS

The following Master's degree programs are presently being offered by the Graduate College of Northeastern Illinois University. Coursework is offered essentially on an extended day basis for part-time students.

PROGRAMS IN ARTS AND SCIENCES

Master of Science in Biology

Master of Science in Chemistry

Master of Arts in Communication, Media & Theatre

Master of Science in Computer Science

Master of Arts in English

- Literature
- Composition/Writing

Master of Arts in Geography and Environmental Studies

Master of Arts in Gerontology

Master of Arts in History*

Master of Arts in Latin American Literature and Cultures

Master of Arts in Linguistics

Master of Arts in TESL

Master of Arts in Mathematics for Elementary School Teachers

Master of Science in Mathematics

- Applied Mathematics
- Secondary Education Mathematics

Master of Arts in Music

Masters of Arts in Political Science

DUAL PROGRAMS

Master of Science in Biology with Teaching Certificate

Master of Arts in English with Teaching Certificate

Master of Arts in History with Teaching Certificate

Master of Science in Mathematics with Teaching Certificate

Master of Arts in Latin American Literature and Culture with Teaching Certificate

Master of Arts in Music with Teaching Certificate

PROGRAMS IN BUSINESS AND MANAGEMENT

Master of Business Administration

Master of Science in Accounting

PROGRAMS IN EDUCATION

Master of Arts in Counseling*

- Community Counseling
- School Counseling
- Rehabilitation Counseling

Master of Arts in Education Leadership

- School Leadership
- Higher Education Leadership

Master of Science in Exercise Science

Master of Arts in Family Counseling

Master of Arts in Human Resources Development

Master of Arts in Inner City Studies

Master of Science in Instruction: Bilingual/Bicultural

Master of Arts in Teaching: Bilingual/Bicultural

Master of Arts in Reading

Master of Arts in Gifted Education

Master of Arts in Special Education

- Initial Certification (LBS1)
- Early Childhood Special Education*

Master of Science in Special Education LBS II

Master of Arts in Teaching: Language Arts

- Elementary Education
- Secondary Education

Master of Science in Instruction: Language Arts

- Elementary Education
- Secondary Education

*Applications accepted for Fall Term only

NON DEGREE CERTIFICATE PROGRAMS

CERTIFICATES IN ARTS AND SCIENCES

Geographic Information Science (Certificate Only Program)

Certificate in Gerontology

CERTIFICATE IN EDUCATION – NON-DEGREE PROGRAMS

Learning Behavior Specialist I (LBS I)-Focus Program

Learning Behavior Specialist II (LBS II)-Curriculum Adaptation Specialist (CAS)-Certificate Only

Learning Behavior Specialist II (LBS II)-Behavior Intervention Specialist (BIS)-Certificate Only

COLLEGE OF ARTS AND SCIENCES

Wamucii Njogu, Ph.D., Dean,
Associate Professor of Sociology

David H. Rutschman, Ph.D., Associate Dean,
Professor of Mathematics

The College of Arts and Sciences is the largest of the University's three colleges. It comprises 17 departments which offer bachelor's degrees in 24 majors with 35 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, Philosophy and Teaching English as a Second Language

Lawrence N. Berlin, Ph.D., Professor of TESL/TEFL,
Chair

Art

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

Biology

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

Chemistry, Earth Science and Physics

Gregory Anderson, Ph.D., Associate Professor
of Chemistry, Chair

Communication, Media and Theatre

Katrina Bell-Jordan, Ph.D., Professor, Chair

Computer Science

Richard Neapolitan, Ph.D., Professor, Chair

Economics and Geography & Environmental Studies

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

English

Tim Libretti, Ph.D., Professor, Chair

History

Patrick Miller, Ph.D., Professor, Chair

Justice Studies

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

Linguistics

Mathematics

Paul O'Hara, Ph.D., Professor, Chair

Music

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

Political Science

David Leaman, Ph.D., Associate Professor, Chair

Psychology

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

Social Work

Jade Stanley, Ph.D., Associate Professor, Chair

Sociology, Women's Studies, Latino & Latin American Studies and African & African American Studies

Susan Stall, 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
- Mathematics
- Music
- Philosophy
- Physics

Political Science
 Psychology
 Social Work
 Sociology
 Spanish
 Women's Studies

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

Art
 Biology
 English
 History
 Mathematics
 Music
 Spanish

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

UNDERGRADUATE MINORS

African and African American Studies
 Anthropology
 Art
 Asian Studies
 Biology
 Chemistry
 Communication, Media and Theatre
 Computer Science
 Criminology
 Dance
 Earth Science
 Economics
 English
 French
 Geography and Environmental Studies
 Gerontology
 History
 Justice Studies
 Korean
 Latino and Latin American Studies
 Linguistics
 Media
 Mathematics
 Music
 Philosophy
 Physics
 Political Science
 Psychology
 Public Administration
 Social Work
 Sociology
 Spanish
 TESL/TEFL
 Theatre
 Women's 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 Graduate College section and in the appropriate departmental sections of this catalog. Graduate students who have specific questions should contact the appropriate departmental office.

Master of Science in Biology
 Master of Science in Chemistry
 Master of 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 Mathematics
 for Elementary School Teachers
 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 a 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.

PROGRAMS

AFRICAN AND AFRICAN AMERICAN STUDIES

Susan Stall, Ph.D., Professor, Chair
Job Ngwe, Ph.D., Associate Professor,
Program Coordinator

Core Faculty

Russell Benjamin, Associate Professor, Political Science and African & African American Studies
Sharon Bethea, Ph.D., Assistant Professor, Counselor Education and African & African American Studies
Chielozona Eze, Ph.D., Associate Professor, English and African & African American Studies
Alvin David Farmer, Jr., Ph.D., Associate Professor, Psychology and African & African American Studies
Nicole Holland, Ph.D., Associate Professor, Educational Leadership and Development and African & African American Studies
Tracy Luedke, Ph.D., Assistant Professor, Anthropology and African & African American Studies
Selina Mushi, Ph.D., Associate Professor, Teacher Education and African & African American Studies
Wamucii Njogu, Ph.D., Associate Professor, Sociology, Women's Studies, and African & African American Studies
Jeanine Ntahirageza, Ph.D., Assistant Professor, Teaching English as a Second/Foreign Language and African & African American Studies
Theophilus Okosun, M.M.R.Sc. Assistant Professor, Justice Studies and African & African American Studies
Olivia Perlow, Ph.D., Assistant Professor, Sociology and African & African American Studies
Marshall Thompson, Ph.D., Assistant Professor, Political Science and African & African American Studies
Durene Wheeler, Ph.D., Professor, Educational Leadership and Development, Women's Studies, and African & African American Studies
Lance Williams, Ph.D., Associate Professor, Carruthers Center for Inner City Studies Education and African & African American Studies
Conrad Worrill, Ph.D., Professor, Inner City Studies Education and African & African American Studies

Minor in African and African American Studies (21 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	12 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. *Prereq.:* AFAM-200 or consent of AFAM Coordinator.

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 descendents in North America, South America and the Caribbean utilizing the research and writings from history, sociology, and anthropology conducted on and by the descendents 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. *Prereq.:* AFAM-200 or consent of AFAM Coordinator.

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 225 Peoples of Mexico, Central American and the Caribbean
ANTH 365 Anthropology of Islam

English

- ENGL 365 West Indian 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 from 1865
HIST 370 Pre-Colonial Sub-Saharan Africa
HIST 371 19th and 20th Century Africa
HIST 372 History of Southern Africa
HIST 373 Women and Gender in African History (course pending see advisor)

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 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 361 Political Change in Africa
(course pending see advisor)
PSCI 397 African Political Thought

Psychology

- PSYC 314 Psychology of African American Families

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

World Languages and Literatures

- SWAH 101 Swahili 1
SWAH 102 Swahili 2

ANTHROPOLOGY

Lawrence N. Berlin, Ph.D., Professor, Chair

Lesa C. Davis, Ph.D., Associate Professor,
Program Coordinator

Jon B. Hageman de la Plaza, 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.

If you are a first year student interested in learning more about Anthropology, consider taking one of our First Year Experience classes: ANTH-109a Windy City Anthropology!, ANTH-109b Skeletons in Chicago Closets..., or ANTH-109c Skin of Chicago. For more information on Anthropology or to declare a major or minor, please contact the Anthropology Department at 773-442-5860 or stop by BBH-134. Check out our website at www.neiu.edu/~anthro

NOTE: Many Anthropology courses have been renamed and renumbered since 2004. Students who took a course under a previous number/name will not receive credit for taking the same course under the new name/number. See your advisor if you have any questions.

UNDERGRADUATE PROGRAMS

Major in Anthropology for the Bachelor of Arts Degree (37 cr. hrs)

Required Courses:

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.
ANTH-355 History of Anthropology	3 cr.

One of the following Senior Seminars

ANTH-395 Senior Seminar in Cultural Anthropology..... 4 cr.

ANTH-396 Senior Seminar in Archaeology..... 4 cr.

ANTH-397 Senior Seminar in Biological Anthropology.. 4 cr.

Please note that you must complete ANTH 355 and at least one 300 level course in each of the three anthropological subdisciplines prior to enrolling in a senior seminar.

An additional 21 hours of anthropology electives comprised of 6 hours taken in each of the three major sub-disciplines (i.e., 6 hours in archaeology, 6 hours in biological anthropology, 6 hours in cultural anthropology = 18 hours), and one additional 300 level anthropology course (formerly referred to as the "Tool Course" requirement) taken in the subdiscipline of your choice. Of the 6 hours to be taken in each subdiscipline, only 3 hours can be at the 200 level for each subdiscipline. In addition, no more than 6 individualized study credit hours may count towards the major, and no more than 3 individualized study or field credit hours may count in each of the three sub-disciplines: cultural, biological, and archaeology. Individualized study and field hours are discussed below and include: ANTH-380, 3811-3, 3821-4, 3871-6, 3881-3, and 3891-6 21 cr.

Specifically, to fulfill these 21 elective credits, students need to take:

Two archaeology classes, including at least one at the 300- level, and one non-individualized study or field course, totaling a minimum of 6 hours. Archaeology electives may be chosen from the list of anthropology courses in the pages that follow. All archaeology courses have an "(A)" at the end of the course description 6-9 cr.

Two biological anthropology courses, including at least one at the 300-level, and one non- individualized study or field course, totaling a minimum of 6 hours. Biological Anthropology electives may be chosen from the list of anthropology courses in the pages that follow. All biological anthropology courses have a "(B)" at the end of the course description 6-9 cr.

Two cultural anthropology courses including at least one at the 300-level, and one non- individualized study or field course, totaling a minimum of 6 hours. Cultural Anthropology electives may be chosen from the list of anthropology courses in the pages that follow. All cultural anthropology courses have a "(C)" at the end of the course description 6-9 cr.

Additional Anthropology Elective. Student chooses a 300-level anthropology course that supports their specific interests. This course can be in any of the three major anthropological subdisciplines..... 3-4 cr.

TOTAL (minimum): 37 cr.

Senior Thesis in Anthropology

High achieving anthropology majors have the option of conducting a senior thesis under the direction of an anthropology faculty member. Student works with the faculty member to develop and carry out an original research project. Anthropology senior theses are typically a 2-semester project. In the first semester, student enrolls in ANTH 390a-Senior Thesis Research with faculty thesis advisor and together they agree on the terms and protocol of the research. Both student and mentor complete and sign the Anthropology Senior Thesis Contract. In the 2nd semester, student enrolls in ANTH 390b Senior Thesis Writing with faculty thesis advisor and works with him/her to complete 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 (18 cr. hrs)

Required Courses:

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 18 cr.

A Note on 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 very rare 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; (the Student Contract specifically outlines the project, expectations, and timeline);
- Approval from outside researchers, if necessary (e.g., ANTH 3821-4, 3871-6, 3881-3, and 3891-6);
- Each proposed project is also subject to departmental and college approval.

Students should note that only six individualized or field hours may count towards the anthropology major, and that those six hours must be spread between two or more of the three subdisciplines. Only three individualized or field hours may count towards the anthropology minor.

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-109a (FYE) Windy City Anthropology, 3 cr. Artifacts, monkeys, and a diversity of cultures – anthropologists study the cultural and biological aspects of being human in the present and in the prehistoric past. This course explores the fundamental concepts and ethics of anthropology through field trips, readings, off-campus projects, hands-on labs, and discussions. Students will learn and practice the methods of ethnography, archaeology, forensics, and fossil human studies using a diversity of resources in our city. Get ready to eat, study, measure, observe, and participate as we explore the human experience in Chicago! First year students only; this course counts for General Education credit in the Social/Behavioral Sciences.

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 Science 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 in the Natural Sciences area.

ANTH-212 Introduction to Cultural Anthropology, 3 cr. Looks at what separates humans qualitatively from all other organisms—culture as language and symbolic systems of thought and social complexity. Focus on cultural practices and institutions among ethnic groups the world over. Examines the roots and results of notions of difference, otherness, and prejudices among peoples. Provides students with a thoughtful appreciation for the vast diversity among human practices and behavior, including marriage, child rearing, cuisine, art, politics, religion, and household practices.

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, 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. (REPLACES ANTH 224-Peoples of Africa) 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-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 or C) *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. (REPLACES ANTH 317 Health, Illness, and Culture) 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 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 African and African American Studies Program (AFAM 320). (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-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-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. (REPLACES ANTH 352: Archaeological Methods) 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-212, ANTH-213, ANTH-215, and ENGL-101 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 that 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-370 Forensic Anthropology, 4 cr. Forensic anthropologists have the task of determining the identity of human remains. This lecture/lab course investigates the wealth of information that can be gleaned from the human skeleton and its elements. The laboratory section will cover stages of bone growth and remodeling, the identification of whole, fragmentary, and burned bones and teeth, and the identification of human vs. nonhuman remains. The classroom section will focus on methods of forensic analysis including the determination of age, sex, ancestry, and handedness, estimation of stature, facial reconstruction, fingerprint analysis, decomposition variables and rates, and the diagnosis of pathology and trauma. (B) *Prereq.:* ANTH 215.

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). *Prereq.:* ANTH 213.

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, paleontological, 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 through 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 through 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.

ANTH-395 Senior Seminar in Cultural Anthropology, 4 cr. The senior seminar in cultural anthropology is one of the capstone courses for majors. In this advanced course, anthropology students will engage with key topical and theoretical issues in contemporary cultural anthropology, including debates about "globalization" and "modernity"; the concept of "culture" and its relationship to history and memory; the relationship between agency and structure; and the role of the body and embodiment. Students will read recent scholarship in the field and produce original research papers. Students must have completed at least one 300 level course in each anthropological subdiscipline in addition to the listed prerequisite. *Prereq.:* ANTH 355.

ANTH-396 Senior Seminar in Archaeology, 4 cr. This advanced course is one of the capstone courses for majors. The archaeology senior seminar engages students in a critical examination of the interpretive frameworks of archaeology and controversial issues currently facing the discipline. These may include: the peopling of the New World, the domestication of plants and animals, the collapse of complex societies, how the past is represented, and the impact of the past on the present. Students will be immersed in contemporary scholarship. Students must have completed at least one 300 level course in each anthropological subdiscipline in addition to the listed prerequisite. *Prereq.:* ANTH 355.

ANTH-397 Senior Seminar in Biological Anthropology, 4 cr. This lively, advanced seminar is one of the capstone courses for majors. The seminar will engage students in the critical evaluation of current issues, controversies, ethical challenges, and new developments in biological anthropology today. Students will present critical analyses of current scholarship in the areas of evolutionary theory, human biological variation, primate biology, ecology, and behavior, and the fossil evidence for human evolution. Biological anthropologists from the Chicago area will visit class to discuss their current research. Students must have completed at least one 300 level course in each anthropological subdiscipline in addition to the listed prerequisite. *Prereq.:* ANTH 355.

ART

Mark McKernin, M.F.A., Professor, Chair
 Kim Ambriz, M.F.A., Assistant Professor
 Dennis Mitchell, M.F.A., Professor
 Ana Nieves, Ph.D., Assistant Professor
 Vida Sacic, B.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 life long 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 at-

tendance 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	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.

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	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 Professional Practices.....	1 cr.	
ART-392B 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	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	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	Professional Practices	1 cr.
ART-392B	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.....	3 cr.
This course includes ten clock hours of clinical experience in an appropriate school.		
EDFN-307	Psychology of Instruction and Learning.....	3 cr.
This course includes 10 clock hours of clinical experience in an appropriate school.		

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.....	1 cr.
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)		
SCED-305	Secondary Student Teaching and Seminar	9 cr.
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)		
	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		
	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 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, encaustic, 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-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. Experience in the fundamental processes of working with small metals and jewelry design including soldering, cutting, forming, and finishing techniques.

ART-281 Commercial Art, 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-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 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 Me-

soamerica, 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, Modernism, 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-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.

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

Aaron Schirmer, Ph.D., Assistant Professor

Mary Kimble, Ph.D., Associate Professor

Shubhangee Mungre, Ph.D., Associate Professor

Joel Olfelt, Ph.D., Associate Professor

Pamela Geddes, Ph.D., Assistant Professor

Emily Rumschlag-Booms, Ph.D., Assistant Professor

Jennifer Slate, Ph.D., Associate Professor

Emina Stojkovic, Ph.D., Assistant Professor

John N. Thomas, Ph.D., Associate 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 READ-116) or ACT Reading score of 20 or above;
- a score of 7 on the Writing Placement test (or ELP-099 or ESL-120); and
- a score of 30 on the Math Placement Test (or MATH-092) or ACT Math score of 21 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 Pre-calculus Math (MATH-185) 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

(69-71 credit hours total: 44-46 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 certified for teaching 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 SCSE.

Required Biology Courses:

The following six core courses are required of all majors. (Note that BIO-150 must be taken concurrently with BIO-201 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 course 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 19-20 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 BIO-394 (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-185 Pre-Calculus Mathematics	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 Certification:

In completing the Major in Biology, students seeking certification 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. 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 certification 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 graduate program is designed to serve those interested in or needing advanced biological training to fulfill their career goals in applied or basic biological research and/or teaching. The program provides a sound basis for further graduate or professional studies. Laboratory work and introduction to research methodology are integral to the program. Areas of study include genetics, molecular biology, morphology/taxonomy, physiology, and ecology. Dr. Mary Kimble is the Graduate Student Advisor.

Requirements for Admission to the Program:

Students must fulfill the requirements for admission to the Graduate College. In addition, they must:

1. Meet specific biology area prerequisites: a minimum of 15 undergraduate credit hours representing upper-level course work (lecture and laboratory/field work) in genetics, molecular biology, morphology/taxonomy, physiology, and ecology. Students must have at least one botanical and one zoological course.
2. Have completed a minimum of 26 credit hours as follows
 - a. at least eight credit hours of laboratory chemistry, including one course in organic chemistry;
 - b. at least four credit hours of laboratory physics;
 - c. at least six credit hours of mathematics including pre-calculus mathematics, college algebra, or statistics.
 - d. The balance of credits may have been earned in any combination of chemistry, physics, earth science and mathematics.

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. Biology graduate students may apply up to three of these 300-level courses, to a maximum of ten credit hours, to fulfill program requirements. Consult with Dr. Mary Kimble for a list of applicable 300-level courses.

Program Options

Graduate students in biology may choose from one of three options in completing their degree. The option is chosen after the student has applied for and been granted candidacy (after the completion of 12 credits hours in the program).

Option I: subject to the approval of the Department, the student may complete a research thesis.

Option II: complete a library thesis, or

Option III: select the non-thesis program.

Option I is recommended for individuals who desire a research-oriented program. The research experience is particularly suitable for those students who plan to do further graduate study and for those who are working in applied fields in biology. The Library Thesis and Non-Thesis Options are recommended for those students who desire a more flexible approach to graduate training in biology.

Course Work (33-36 credit hours)

1. Students in all options (I, II, III) must complete:
 - a. BIO 405: Biological Literature, 3 cr.
 - b. a minimum of five courses from one of the three concentrations listed below (additional credits may be taken in any or all areas):
 - Molecular/Cellular Area
 - Morphological/Physiological Area
 - Ecological/Environmental Area
2. Students in Option I must earn a minimum total of 33 credit hours, including BIO 499 Research Thesis, 6 cr. and BIO 405 (see above), and present an oral defense of their thesis.
3. Students in Options II and III must earn a minimum total of 36 credit hours, including BIO 405 (see above), BIO 491 Seminars in Biology, 1 cr., and in Option II only, BIO 497 Thesis Seminar, 3 cr. Students must pass a graduate comprehensive exam to complete the program.

The graduate program is to be planned with the guidance of the graduate advisor in biology.

A maximum of nine credit hours of transfer credit may be accepted with the approval of the Department and the Graduate College.

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. Lecture and laboratory. (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-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.

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.

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.

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-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, 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-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-320 Animal Kingdom, 4 cr. Anatomy, physiology, classification, and phylogeny of animals. Lecture and laboratory. *Prereq.:* 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-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-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-202; BIO-305 recommended.

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-202; BIO-305 recommended.

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-202; BIO-305 recommended.

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-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-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-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-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-202; BIO-330 recommended.

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-202; BIO-330 recommended.

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-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 live stock. 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-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-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-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-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-202; BIO-327 recommended.*

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-305; BIO-330 or BIO-331 recommended.*

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-202; BIO-330 recommended.*

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-202 and CHEM-211.*

***BIO-358 Biological Geography, 3 cr.** Geographic distribution of living organisms and the biological and geological principles underlying this distribution. Lecture only. *Prereq.: 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-305 and MATH-185; MATH-275 recommended.*

***BIO-360 Vertebrate Physiology, 4 cr.** Functions and interrelationships of organ systems. Lecture and laboratory. *Prereq.: 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 multifactorial conditions and diseases. Lecture and laboratory. *Prereq.: BIO-303.*

***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-301 and CHEM-231; CHEM-232 recommended.*

***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-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-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-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 and laboratory. *Prereq.: 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-303, and [BIO 301 or BIO 327], or permission of the instructor.

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-202; some may also require consent of instructor.

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.:** 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

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 field-work. *Prereq.:* Graduate standing, and BIO 305 & BIO-350 (or equivalents).

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-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-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-497 Thesis Seminar, 3 cr. Guidance of students writing a library thesis to fulfill requirements for the Master of Science degree in Biology, Option II. **Prereq.:** *Acceptance to Candidacy and consent of the instructor, Department Chair and the appropriate College Deans.*

BIO-499 Research Thesis, 6 cr. Guidance of students conducting research and writing a thesis to fulfill requirements for the Master of Science degree in Biology, Option I. **Prereq.:** *Acceptance to Candidacy, Department approval of research project, and approval of the Department Chair and the appropriate College Deans.*

CHEMISTRY

Gregory Anderson, Ph.D., Associate Professor, Chair
Sargon John Al-Bazi, Ph.D., Professor, Coordinator
Veronica A. Curtis-Palmer, Ph.D., Associate Professor
Ana Fraiman, D. Sc., Professor
Kenneth Nicholson, Ph.D., Assistant Professor
Stephan Tsonchev, Ph.D., Assistant 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 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-318	Industrial Chemistry.....	3 cr.
CHEM-319	Chemical Aspects of Environmental Chemistry.....	3 cr.
CHEM-320	Industrial Aspects of Environmental Chemistry.....	3 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-357	Chemical Kinetics	3 cr.
Any other 300-level chemistry course approved by the department.		
<hr/>		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.
<hr/>		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, CHEM-232, 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	Quantitative Analysis	5 cr.
CHEM-231	Organic Chemistry I.....	4 cr.
CHEM-232	Organic Chemistry II.....	4 cr.
<hr/>		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. Two options in the program are available, the Separation Science Emphasis, and the traditional General Program Emphasis.

The Separation Science Emphasis, the first of its kind in the Chicagoland area, is designed to train chemists for the largest subset of industrial analytical chemistry known as Separation Science. Highlighted in this emphasis are the studies of and research in gas and liquid chromatography and related technologies. Those planning careers in the pharmaceutical industry and in the environmental sciences will be well prepared by completing this emphasis in their master's degree program.

The General Program Emphasis is a more broadly based program of study well suited for teachers, and students intending to enter professional schools and to continue graduate work in chemistry.

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:

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 and Thesis Seminar in the area of Separation Science. Non-thesis students take 18 hours from the CORE, the 9 hours of Required Coursework, and 3 hours of Independent Study in Chemistry 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. Please check point 4 below, Final Examination.

2. Candidacy: Upon completion of 12 credit hours, formal application for candidacy must be filed with the Graduate College. Conditional admissions are reviewed at this time and grade point averages must be at least 3.0 (B). Candidacy is required for continued progress in the Master of Science program in Chemistry. It is a prerequisite for research and thesis work.

3. Research and Thesis Work: Students 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.

4. 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.

5. Students with Foreign Credentials: Students with foreign credentials should check with the Graduate College regarding transcript evaluation and English language testing. Since this is often a lengthy process, it is advisable for the international student with residency status to begin taking graduate courses in chemistry as a student-at-large while waiting for official word on admission. Consult the graduate advisor.

6. Merit Tuition 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.:* CHEM-211 and pre- or co- requisite MATH-185.

CHEM-213 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 measurements. Lecture 3 hours. Lab 6 hours.

Prereq.: CHEM-212.

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 monofunctional 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-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.:* CHEM-213 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-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-391 Chemistry 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 Advanced Analytical Chemistry, 3 cr. 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-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

COMMUNICATION, MEDIA and THEATRE

Katrina E. Bell-Jordan, Ph.D., Professor, Chair
 Tony Adams, Ph.D., Assistant Professor
 Wilfredo Alvarez, Ph.D., Assistant Professor
 Anna Antaramian, M.F.A., Professor
 Rodney Higginbotham, M.F.A., Professor
 Cyndi Moran, M.F.A., Associate Professor
 Seung-Hwan Mun, Ph.D., Assistant Professor
 Shayne Pepper, M.A., Assistant Professor
 Nanette Potee, Ph.D., Associate Professor
 Edie Rubinowitz, M.P.A., 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.

A major may be declared by obtaining the appropriate form in the Department office, FA-240. At the time of declaring a major in 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	Foundations of Communication.....	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	Group Discussion.....	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).....

Total 38 cr.

Minor in Communication, Media and Theatre (18 cr. hrs.)

Required Courses:

CMTC-101	Foundations of Communication	3 cr.
CMTC-202	Voice and Diction.....	3 cr.

Two courses selected from the following:.....6 cr.

CMTC-201	Introduction to Semantics	3 cr.
CMTC-215	Group Discussion	3 cr.
CMTM-260	Introduction to Video Production.....	3 cr.
CMTT-130	Introduction to Theatre.....	3 cr.
CMTT-255	Oral Interpretation of Literature.....	3 cr.

Electives in Communication, Media and Theatre (including 3 credit hours at the 300 level).....

Total 18 cr.

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

Minor in Theatre (18 cr. hrs.)**Required Courses:**

CMTT-130 Introduction to Theatre.....	3 cr.
---------------------------------------	-------

Performance-oriented courses (a minimum of 6 cr.) chosen from the following:

CMTT-203 Voice for the Stage.....	3 cr.
CMTT-220 Improvisation.....	3 cr.
CMTT-221 Acting 1.....	3 cr.
CMTT-255 Oral Interpretation of Literature.....	3 cr.
CMTT-321 Acting 2.....	4 cr.
CMTT-345 Directing.....	3 cr.
CMTT-347 Playwriting.....	3 cr.
CMTT-350 Children's Theatre Workshop:	
Elementary.....	3 cr.
CMTT-351 Children's Theatre Workshop:	
Middle & High School.....	3 cr.
CMTT-352 Interpretation of Poetry.....	3 cr.
CMTT-354 Oral Interpretation of Drama.....	3 cr.
CMTT-357 Oral Interpretation of Shakespeare.....	3 cr.
CMTT-358 Acting 3.....	4 cr.
CMTT-393 Creative Dramatics.....	3 cr.
Music 110/111/151/Class Voice/152/153/154	
Applied Music..... (maximum of 3 cr.)	

Production-oriented courses (a minimum of 3 cr.) chosen from the following:

CMTT-139 Theatre Practicum 1.....	1 cr.
CMTT-207 Interpreter's Laboratory.....	1 cr.
CMTT-239 Theatre Practicum 2.....	2 cr.
CMTT-240 Stagecraft.....	3 cr.
CMTT-241 Advanced Stagecraft.....	3 cr.
CMTT-249 Makeup.....	3 cr.
CMTT-339 Theatre Practicum 3.....	3 cr.
CMTT-340 Scenographic Design.....	3 cr.
CMTT-341 Lighting Design.....	3 cr.
CMTT-342 Costume Design.....	3 cr.
CMTT-343 Stage Management.....	3 cr.
CMTT-349 Summer Theatre.....	3 cr.

History/criticism/literature-oriented courses (a minimum of 6 cr.) chosen from the following:

CMTT-331 History of Theatre 1.....	3 cr.
CMTT-332 History of Theatre 2.....	3 cr.
CMTT-333 Contemporary Theatre.....	3 cr.
CMTT-334 (Title varies) Studies in Drama.....	3 cr.
CMTT-335 American Social Problem Plays.....	3 cr.
CMTT-336 Naturalism & Realism.....	3 cr.
CMTT-337 Women Playwrights.....	3 cr.
CMTT-346 American Musical Theatre.....	3 cr.

Total 18 cr.

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 Graduate College, before admission into the CTM 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.

Requirements for the Degree:

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. The Department may permit students to apply up to two of these 300 level courses, to a maximum of six credit hours, to fulfill program requirements. This policy applies to all students entering graduate degree programs. Consult with the graduate advisor before registering for any 300 level courses. 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**

CMTC-401 Introduction to Graduate Study.....	3 cr.
CMTC-404 Communication Theory.....	3 cr.
CMTC-430 Sem. in Comm. Research Methods	3 cr.

One course from the following

CMTC-414 Organizational 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 or 300-level courses approved for graduate credit	18 cr.
<u>Total</u>	<u>30 cr.</u>

Students choose either the thesis option, upon approval, or the non-thesis option. Students who choose the non-thesis option must pass a comprehensive written examination. 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.

COURSE OFFERINGS

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.: acceptance to Master's degree candidacy in Communication, Media and Theatre and approval of the graduate advisor.

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 Foundations of Communication, 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. *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 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 Discussion, 3 cr. In-depth study of discussion as a tool of group problem solving. Extensive participation in small-group experience.

CMTC-301 Nonverbal Communication, 3 cr. Experiencing, analyzing, and evaluating non-verbal messages in experimental communication situations. *May be taken for graduate credit.*

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 Group Leadership, 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. *May be taken for graduate credit.*

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. *May be taken for graduate credit.*

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 Garrison, 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. *May be taken for graduate credit.*

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. *May be taken for graduate credit. 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-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 and nine upper division credit hours in Communication, Media and Theatre, or consent of graduate advisor.

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, nine upper division credit hours in Communication, Media and Theatre, or consent of graduate advisor.

CMTC-414 Organizational Communication Theory, 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 and nine upper division credit hours in Communication, Media and Theatre or consent of graduate advisor.

CMTC-416 Relational 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 and nine upper division credit hours in Communication, Media and Theatre, or consent of graduate advisor.

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 and nine upper division credit hours in Communication, Media and Theatre, or consent of graduate advisor.

CMTC-430 Seminar in Communication 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 and nine upper division credit hours in Communication, Media and Theatre, or consent of graduate advisor.

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 and nine upper division credit hours in Communication, Media and Theatre, or consent of graduate advisor.

Education

CMTE-490 Specialized Problems in Speaking and Listening, 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 and nine upper division credit hours in Communication, Media and Theatre, or consent of graduate advisor.

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 and nine upper division credit hours in Communication, Media and Theatre, or consent of graduate advisor.

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-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 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-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: CMTM-260 or consent of instructor. May be taken for graduate credit.*

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. May be taken for graduate credit.*

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.

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-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. *May be taken for graduate credit.*

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. May be taken for graduate credit.

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. May be taken for graduate credit.

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. May be taken for graduate credit.*

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-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-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 CMTM-383 for description.)

CMTM-385 Professional Internship 3, 9 cr. (See CMTM-383 for description.)

CMTM-410 Independent Study in Media, 3cr. 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 and nine upper division credit hours in Communication, Media and Theatre, or consent of instructor.*

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 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-241 Advanced Stagecraft, 3 cr. Advanced methods in backstage technical production. **Prereq.:** *CMTT-240*

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 (Title Varies) Studies 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 & 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 Scenographic 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-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 Oral 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. *Prereq.: Consent of instructor.*

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-393 Creative Dramatics, 3 cr. Development of leadership in conducting creative dramatic programs to serve the needs of children from grades one through twelve.

CMTT-423 Independent Study in Theatre, 3 cr. Individual investigation into selected topics in methods and materials for dramatic activities. *Prereq.:* graduate standing and nine upper division credit hours in Communication, Media and Theatre, or consent of instructor.

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 and nine upper division credit hours in Communication, Media and Theatre, or consent of graduate advisor.

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 and nine upper division credit hours in Communication, Media and Theatre, or consent of graduate advisor.

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 and nine upper division credit hours in Communication, Media and Theatre, or consent of graduate advisor.

CMTT-438 Seminar—Research Problems in Theatre, 3 cr. Review of recent scholarship in the performing arts; completion of an original research study. *Prereq.:* graduate standing and nine upper division credit hours in Communication, Media and Theatre, or consent of graduate advisor.

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 and nine upper division credit hours in Communication, Media and Theatre, or consent of graduate advisor.

CMTT-458 Seminar—Research Problems in Performance Studies, 3 cr. Review of research scholarship in the interpretative arts; completion of an original study. *Prereq.:* graduate standing and nine upper division credit hours in Communication, Media and Theatre, or consent of graduate advisor.

CMTT-473 Studies 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 and nine upper-division credit hours in Communication, Media and Theatre, or consent of graduate advisor.

COMPUTER SCIENCE

Richard Neapolitan, Ph.D., Professor, Chair

Paul Anderson, Ph.D., Assistant Professor

Christine Georgakis, Ph.D., Professor

Francisco Iacobelli, M.S., Assistant Professor

Heung Kim, Ph.D., Professor

Peter G. Kimmel, Ph.D., Professor

Kumarss Naimipour, Ph.D., Associate Professor

Pericles Prezas, Ph.D., Assistant Professor

Marcelo Sztainberg, Ph.D., Associate 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, technical programming, 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 four 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 students 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-two hours of computer science course work including at least 30 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 21 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 with Assembly Language Programming	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.

CS-307	Programming Languages.....	3 cr.
CS-311	Modern Computer Architecture	3 cr.
CS-325	Theory of Computation	3 cr.
CS-331	Computer Networks.....	3 cr.
	Two CS 300-level electives, approved by the CS Department.....	6 cr.
	CS Core Courses	24 cr.
	Total	42 cr.

Technical Programming Concentration:

This concentration is designed to prepare students for employment where extensive programming is required.

CS-302	Systems Programming.....	3 cr.
CS-317	Event-Driven Programming.....	3 cr.
CS-320	Object Oriented Programming	3 cr.
CS-334	Open Source Systems	3 cr.

	Two CS 300-level electives, approved by the CS Department.....	6 cr.
	CS Core Courses	24 cr.
	Total	42 cr.

Computer Security Concentration:

This concentration is designed to prepare students for employment in a computer security related field.

CS-323	Cyberlaw	3 cr.
CS-345	Network Security	3 cr.
CS-355	Cryptography	3 cr.
CS-360	CyberSecurity.....	3 cr.
	Two CS 300-level electives, approved by the CS Department.....	6 cr.
	CS Core Courses	24 cr.
	Total	42 cr.

Information Technology Concentration:

This concentration is designed to prepare students for employment involving Web development and computer network design and maintenance.

CS-300	Client-side Web Development	3 cr.
CS-315	Data Base Management.....	3 cr.
CS-320	Object Oriented Programming	3 cr.
CS-321	Server-side Web Development	3 cr.
CS-331	Computer Networks	3 cr.
	One CS 300-level electives, approved by the CS Department	3 cr.
	CS Core Courses	24 cr.
	Total	42 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 can not 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 is a preparatory course for students who wish to pursue further work in Computer Science. It provides an introduction to the basic concepts of a computer system and the principles of computer programming. Students will get extensive programming experience using microcomputers. A number of programming projects will be assigned involving numeric computations, character manipulation and fundamental constructs of the high-level programming language JAVA. A common comprehensive final exam will be given in CS-200, Programming I. The date and time of the exam will be published in the Schedule of Classes under Department Notes. Students in **all sections** of CS-200 must attend the exam at the published day and time. **Prereq.:** MATH-185, or MATH-167, or higher level math.

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-185, or MATH-167, or higher level math.

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 structured algorithmic processes and their program implementation using JAVA. Emphasis is given to the design of algorithms and program development (with documentation) involving both numeric computations and string manipulation techniques. Problems will be selected from both the scientific and business areas. Students will become experienced in algorithmic problem

solving using pseudocode design methods and JAVA programming. **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 organization, instruction execution assembly and machine languages, addressing mechanisms, macros, assembling, linking, loading, parameter passing and implementation of high level language constructs. Programming will be done using Turbo Assembler. Students will gain a vision of levels of abstraction in hardware and software, nature of the Von Neumann machine and the nature of high level languages. **Prereq.:** CS-207.

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 the basic data structures and an analysis of their applications in Computer Science. The same language will be used that was introduced in Programming I and II. **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 Assembler.

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-300, CS-320.

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. *Prereq.:* CS-207.

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-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 describes the kinds of problems which fall into the area of Artificial Intelligence such as Natural Language Understanding, Vision and Expert Systems, and what makes these problems difficult. Methods are given which show how these problems can be given structure so that conclusions can be drawn from the knowledge each system has available to it, thus enabling such a system to appear to “think” like an intelligent human being. *Prereq.:* CS-304.

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-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-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-308.

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-304.

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 non-deterministic 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. Scrolling 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, micro-programming, 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

Gregory Anderson, Ph.D., Associate Professor, Chair

Genet Duke, 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	Atmosphere and Oceans	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 Atmosphere and Oceans 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.*

ESCI-123 Geology, Resources, and Environment, 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 The Atmosphere and the Oceans, 4 cr. Comprehensive introduction to the earth's hydrosphere and atmosphere; their origin and evolution, physical and chemical characteristics, actions and interactions. Lecture 3 hours, lab 2 hours involving the use of maps, charts, and instruments. **Prereq.:** *high school chemistry and physics or equivalent strongly recommended.*

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.

ESCI-306 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.:** *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-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-325 Seminar in Earth Science, 3 cr. Selected topics of current research interest. Consult the Schedule of Classes for specific topics. **Prereq.:** *advanced standing in earth science and consent of instructor.*

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-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 PHYS-201.*

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, 3cr. Field experience at an off-campus site. Student will work a minimum of 150 hours with an earth science agency or organization. Evaluation will be based in part on the student's creation of a tangible product. Details of internship will be arranged by the student, faculty advisor, and site supervisor. *Prereq.:* 30 undergraduate or fifteen graduate credit hours in Earth Science and consent of instructor and department coordinator.

ESCI-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, 4cr. 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-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.

Oceanography

ESCI-OC-324 Oceanography, 4 cr. Ocean boundaries and bottom topography. Origin and evolution of ocean basins. Nature and characteristics of coastal and marine sediments. Gathering of oceanographic data and development of the marine sciences. Lecture 2 hours; lab 3 hours. **Prereq.:** ESCI-121 or 211, and ESCI-207.

ECONOMICS

Erick Howenstine, Ph.D., Professor, Chair
Christina Ciecierski, Ph.D., Associate Professor
Ryan Gallagher, Ph.D., Assistant Professor, Advisor
Edward F. Stuart, Ph.D., Professor, Advisor
Michael Wenz, Ph.D., Assistant Professor

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 entering NEIU in fall 2008 or later are required to complete a writing intensive course in Economics. The Writing Intensive Program (WIP) in Economics currently offers Econ 320 WIP: Nonprofit Management, Administration and Communications. See an Economics Advisor for additional information.

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 Edward F. Stuart as advisor, Applied Microeconomics with Christina Ciecierski as advisor, International Economics with Edward F. Stuart 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 Business and Economic Statistics II, 3 cr. This course is a continuation of ECON-305. Topics to be covered include analysis of variance, multiple regression and correlation, time series analysis, nonparametric tests, and decision theory with computer applications. *Prereq.:* ECON-215, ECON-217 and ECON-220.

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 Economic Development of East Asia, 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 and ECON-217.

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-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
 Debra Bruce, M.F.A., Professor
 Marica Z. Buell, Ph.D., Assistant Professor
 Vicki Byard, Ph.D., Professor
 Chielozona Eze, Ph.D., Associate Professor
 Emily Garcia, Ph.D., Assistant Professor
 Bradley Greenburg, Ph.D., Associate Professor
 Thomas J. Hoberg, Ph.D., Professor
 Sandra Hunt, Ph.D., Associate Professor
 Julie H. Kim, Ph.D., Professor
 Kristen L. Over, Ph.D., Associate Professor
 Timothy H. Scherman, Ph.D., Associate Professor
 Christopher L. Schroeder, Ph.D., Professor
 Harry S. White, Ph.D., Professor

The study of English is designed to help students prepare themselves for a variety of professions and careers where individual talents are valued. It enables students to improve their writing skills, their articulation and their abilities in analytical reading—all valuable accomplishments. The study of literature refines one's sensibilities, expands one's outlook, and stimulates one's imagination. It is a humanizing activity which helps one discover 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 AND ENGL-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 certification, 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 than 15 hours at the 200 level may count towards 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 certification 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, Tolstoy, 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 transgendered 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-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.

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, or consent of instructor.

ENGL-365 West Indian 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-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, or consent of instructor.

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 per-

vade the archetypal 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, Nurruddin 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 selec-

tion 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.

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-441 Seminar in Sixteenth Century Literature, 3 cr. Advanced study of the work of a single author; individual assignments culminating in a term essay; discussions of the investigations. Consult the Schedule of Classes for specific topics. *Prereq.:* same as ENGL-421.

ENGL-442 Seminar in Seventeenth Century Literature, 3 cr. (See ENGL-441 for description.)

ENGL-443 Seminar in Eighteenth Century Literature, 3 cr. (See ENGL-441 for description.)

ENGL-444 Seminar in Romantic Literature, 3 cr. (See ENGL-441 for description.)

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-456 William Blake, 3 cr. Intensive study of the works of Blake, noting the religious, political and social beliefs, opinions and doctrines his works evaluate and challenge.

Prereq.: same as ENGL-421.

ENGL-457 The Poetry and Prose of Shelley, 3 cr. An intensive study of the poetry and prose works of Shelley in the light of his social, religious and political milieu and with the aid of pertinent scholarship regarding the poet. *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-459 Dante, 3 cr. Study of the poetry (in translation) of the major Italian poet of the Middle Ages and Renaissance concentrating on the *Vita Nuova* and *the Divine Comedy* with consideration of the theological, philosophical and cultural sources of Dante's work. *Prereq.:* same as ENGL-421.

ENGL-461 Dostoyevski: The Major Works, 3 cr. Dostoyevski's major works (such as *Notes from the Underground*, *Crime and Punishment*, *The Idiot*, *The Brothers Karamazov*) in relation to the social, political, and religious issues which concerned the writer. *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-474 Seminar in Byron, 3 cr. Close examination of the poetic canon of Lord Byron. *Prereq.:* same as ENGL-421.

ENGL-475 Seminar in Keats, 3 cr. Close examination of the poetic canon of John Keats. *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

GEOGRAPHY and ENVIRONMENTAL STUDIES

Erick Howenstine, Ph.D., Professor, Chair
Abhijit Banerjee, Ph.D., Assistant Professor
Dennis Grammenos, Ph.D., Associate Professor,
Graduate Coordinator

Melinda Merrick, Ph.D., Assistant Professor
Monika Mihir, Assistant Professor
Musa Qutub, Ph.D., Professor
www.neiu.edu/~deptges

The Department of Geography and Environmental Studies offers degree programs leading to a Bachelor of Arts in Geography, a B.A. in Environmental Studies, and an M.A. in Geography & Environmental Studies. It also offers a GIS Certificate 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.

After taking 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.

Geography major will be 36 hours: 18 cr. hour core courses, and 18 cr. hour electives

REQUIRED COURSES

GES-104	Introduction to Geography.....	3 cr.
GES-205	Physical Geography I.....	3 cr
GES 250	Writing in G&ES (WIP).....	3 cr
GES-291	GIS across disciplines.....	3 cr.
ONE	Human Geography course from the following.....	3 cr.
	Economic Geography (GES 212) or	
	Cultural Geography (GES 213) or	
	Urban Geography (GES 217) or	
	Population Geography (GES 362) or	
	Political Geography (GES 314)	
ONE	Regional Geography from the GES 302 series.....	3 cr.
ONE	Field Course (see departmental notes).....	3 cr.
	Total Core Requirement	21 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 planning and management, or (2) environmental interpretation / education. Students in option 1 investigate the causes, results, and solutions to environmental problems from a management perspective. They study policy 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 often constitutes a first job in an environmental career. To earn a Bachelor of Arts in Environmental Studies, students must complete at least 18 credit hours of core

requirements and 24 credit hours of approved course work. 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-374	Research Methods	3 cr.
TWO of the following.....		6 cr.
GES-319	Environmental and Natural Resources Policy	3 cr.
GES-338	Sustainable Development.....	3 cr.
GES-359	Environmental Planning.....	3 cr.
ONE of the following		
GES-383	Internship in G&ES	3 cr.
GES-386	Internship in G&ES	6 cr.
SUBTOTAL		21-24 cr.
Approved Electives (depending on internship cr.).....		18-21cr
Total		42 cr.

Minor In Geography and Environmental Studies (18 cr. hrs.)

The G&ES minor complements a wide variety of majors. In addition to the required courses, students may take electives in a particular area to best match their career and academic needs, under the guidance of a minor program advisor.

GES-104	Introduction to Geography	3 cr.
GES-150	Introduction to Environmental Studies	3 cr.
Electives: 12 credit hours of GES courses.....		12 cr.
Total		18 cr.

Students must take courses with at least three different faculty members

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 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 typed 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 or the Graduate College for the limited list; some courses on the list may require specific approval by the department's Graduate Coordinator.

All G&ES M.A. students must apply for and receive Degree Candidacy before 18 credit hours of graduate level work. Candidacy requires a GPA of 3.0 or better and completion of 12 credit hours of graduate level work including GES 411, in addition to completion of all "deficiency" courses assigned by the admissions advisors.

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. Students must complete a written or oral comprehensive examination covering their chosen area of specialization as well as knowledge of geography, environmental studies, and disciplinary techniques.

Required Courses:

GES-411	Scope and Philosophy of Geography and Environmental Studies	3 cr.
GES-415	Geospatial Data analysis.....	3 cr.
GES-442	Quantitative Measurements*.....	3 cr.
ONE OF		
GES-430	Research Seminar or.....	3 cr.
GES-431	Thesis Seminar.....	6 cr.
Approved Electives.....		18-21 cr.
Total		33cr.

*or other approved statistics course

Degree Candidacy

Pass Comprehensive Exam

CERTIFICATES IN GIS

Geographic Information Systems (GIS) is an exciting and fast-growing field with a broad range of applications. It is a discipline that 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, environmental impact assessment, terrain and environment modeling, and policy assessment compliance. The 15-credit hour certificate programs give students cutting-edge technical skills which they can immediately apply in the workplace.

Undergraduate Certificate in GIS

Baccalaureate students and students at large may enroll in the Undergraduate Certificate Program. Preparation should include at least one course in statistics or a passing grade in the statistics qualifying examination.

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

Electives – Choose 2 of 3 (6 credit hours):

GES-377 – Cartography

GES-390 – Remote Sensing and Digital Image Processing

GES-395 – Internship with GIS

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. Preparation should include at least one course in statistics or a passing grade in the statistics qualifying examination.

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

Electives – Choose 2 of 3 (6 credit hours):

GES-390 – Remote Sensing and Digital Image Processing

GES-416 – GIS for Natural Systems

GES-417 – GIS for Urban Systems

In addition to all 400-level courses, up to three of GES-390, 391, 392, and 393 (9 cr.) may be applied towards the G&ES M.A. degree.

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-206 Physical Geography: Landforms, 3 cr. Introductory survey of the earth's physical environment examining the earth's land surface, its composition, its relief forms and the processes that determine landforms, and the mapping of this global surface.

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 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.

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-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 devolution 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 218 or graduate student status.*

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 Alternative Energy: Policy and Practice, 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.*

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, 3cr. 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.

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-386 Internship in Geography and Environmental Studies, 6 cr. (See GES-383 for course description; 320 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-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.

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 G&ES 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 430 will not be permitted. See department policies.

GES-437 Seminar: Global Warming 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-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.

HISTORY

Patrick B. Miller, Ph.D., Professor, Chair
 Christina Bueno, Ph.D., Associate Professor
 Andrew Eisenberg, Ph.D., Professor
 Mateo Farzaneh, Ph.D., Assistant Professor
 Francesca Morgan, Ph.D., Associate Professor
 Steven A. Riess, Ph.D., Professor
 Susan E. Rosa, Ph.D., Associate Professor
 Zachary S. Schiffman, Ph.D., Professor
 Mark Schmeller, Ph.D., Associate Professor
 Charles R. Steinwedel, Ph.D., Associate Professor
 Michael W. Tuck, 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.

Students wishing to be certified for teaching history in secondary schools should consult the Secondary Education section of this catalog. Students seeking certification to teach United States history are required to complete 8 semester hours in U.S. history.

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 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-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 HIST-395A 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 HIST-395A 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 seventh 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
- Loretta Capeheart, Ph.D., Associate Professor
- Maria E. De La Torre, Ph.D., Assistant Professor
- Nancy Matthews, Ph.D., Associate Professor
- Dragan Milovanovic, Ph.D., Professor
- Theophilus Okosun, M.M.R.Sc. Assistant 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, 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	Justice and Inequality	3 cr.
JUST-241	Skills for Inquiry I.....	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.
<u>Total</u>		<u>39 cr.</u>

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	Justice and Inequality	3 cr.
JUST-241	Skills for Inquiry I.....	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	Justice and Inequality	3 cr.
JUST-241	Skills for Inquiry I.....	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 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. *Prereq.: JUST 101 or consent of instructor.*

JUST-241 Skills for Inquiry I, 3 cr. Development of analytic and writing skills. Introduction to the methodology of the social sciences. Students develop research designs and initiate studies on justice studies topics. Should be taken immediately after JUST-101 or JUST-201. *Prereq.: JUST-101.*

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.*

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-320 Independent Study in Criminal Justice, 3 cr. Individual investigation into a topic of the student’s choice. *Prereq.: consent of instructor, chair and College Dean.*

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-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-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.

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-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-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-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 1¹/₂ hour weekly seminar. *Prereq.:* JUST-345.

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-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-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

Susan Stall, Ph.D., Professor, Chair

Core Faculty

- Christina Bueno, Assistant Professor, History
- Loretta Capeheart, Associate Professor, Justice Studies
- Maria de la Torre, Assistant Professor, Justice Studies
- Laurie Fuller, Associate Professor, Women’s Studies
- Suzanne Gaskins, Associate Professor, Psychology
- Francisco X. Gaytan, Assistant Professor, Social Work
- George Gerdow, Instructor, History
- Christina Gomez, Associate Professor, Sociology
- Dennis Grammenos, Associate Professor, Geography & Environmental Studies
- Bradley Greenburg, Associate Professor, English

- Richard Grossman, Instructor, History
- Jon B. Hageman, Associate Professor, Anthropology
- Sarah Hoagland, Professor, Philosophy
- David Leaman, Associate Professor, Political Science
- Timothy Libretti, Professor, English
- Jose Lopez, Instructor, Latino and Latin American Studies
- Erica Meiners, Professor, Educational Leadership and Development
- Ava Nieves, Assistant Professor, Art
- Brett Stockdill, Associate Professor, Sociology
- Joaquin Villegas, Associate Professor, Teacher Education

Minor in Latino and Latin American Studies (18 cr. hrs)

The Latino and Latin American Studies (LLAS) minor focuses on the cultures and conditions of Latin America and Latinos. It promotes understanding of the social and historical roots of these cultures and conditions. It attempts to provide systematic explanations of the interconnections among Latin American countries as well as between these countries and their constituencies who have emigrated to the United States and their U.S. born offspring. Through the coordination of the diverse offerings of various departments, the program fosters an interdisciplinary approach to provide students with concepts and skills to interact effectively and constructively in multi-cultural contexts.

Minor Requirements

All LLAS Minors must complete three required courses (9 cr.) and three elective courses (9 cr.) from at least two academic departments for a total of 18 cr. The Program Coordinator serves as advisor for students choosing the LLAS minor.

Required Courses:

LLAS-101	Introduction to Latino and Latin American Studies	3 cr.
LLAS-201	Culture and History of Latinos	3 cr.
LLAS-301	Field Seminar in Latino and Latin American Studies	3 cr.
	<u>Total</u>	<u>9 cr.*</u>

* Plus 9 credit-hours of LLAS elective courses or cross-listed courses.

Electives are chosen from a list of selected courses listed below. Of the eighteen required credit hours, nine must demonstrate thematic consistency. A minimum of nine credit hours must be at the 300-level. Courses must be distributed among at least two different disciplines or departments.

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.

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.

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-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 cap-stone 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.

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-366 Mesoamerican Continuity and Change
 ANTH-374 The Maya
 ANTH-380 Archaeological Field School

Art

- ART-305 Art and Architecture of the Ancient Americas
 ART-306 Andean Art and Architecture
 ART-307 Art of Latin American

Educational Foundations

- EDFN 205 Social Foundations of Education
 EDFN 314 Social Issues in Educational Settings*

English

- ENGL-365 West Indian Literature
 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

Justice Studies

- JUST-319 Latinos/as and the Criminal Justice System

Philosophy

- PHIL-363 Latin American Philosophy
 PHIL-364 Critical Race Theory
 PHIL-368 Multiculturalism

Political Science

- 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

Psychology

- PSYC-317 Psychology of Latino Mental Health

Sociology

- SOC-270 Sociology of Latinas
 SOC-314 Urban Sociology *

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

- SPAN-314 Latin American Culture
 SPAN-321 Latin American Literature I
 SPAN-323 Latin American Literature II
 SPAN-330 Latin American Culture through Music
 SPAN-352 Puerto Rican Literature

SPAN-356	Realism and Naturalism in Spanish American Literature
SPAN-358	El Modernismo
SPAN-360	The Essay in Spanish American Literature
SPAN-362	Contemporary Spanish American Poetry
SPAN-364	Chicago Latin@ Literature & Culture
SPAN-368	Latin America Cinema
SPAN-371	Seminar: José Martí
SPAN-372	Alejo Carpentier
SPAN-373	Spanish American Short Story
SPAN-374	Isabel Allende
SPAN-375	Literature of the Southern Cone
SPAN-376	Gabriel García Márquez
SPAN-377	Caribbean Literature

* Requires LLAS Advisor approval

LINGUISTICS

Judith Kaplan-Weinger, Ph.D., Professor,
Program Coordinator

John Boyle, Ph.D., Assistant Professor

Richard Hallett, Ph.D., Professor

Shahzad Mahootian, 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 and/or working toward the endorsement in Teaching English as a second language.

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—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-320	Language and Culture.....	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-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 certification requirements.

TESL ENDORSEMENT

To get a TESL Endorsement at the undergraduate level, you need to:

- * Be working toward a valid Early Childhood, Elementary, Secondary, or Special Education Illinois Teaching Certificate (certificate 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.
- * Complete 100 clock hours of ESL clinical experience.

Students completing LING 201; LING 300 or LING 303; and LING 322; as well as TESL 340; TESL 321 or 341; and TESL 343 or BLBC 342, will satisfy the Illinois State Board of Education requirements for the ESL endorsement.

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.

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-320 Language and Culture: Varies, 3 cr. 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. Cross-listed as TESL 320. *Prereq:* LING-201

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-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.

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 degree candidacy. 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 or LING-409 Research Design
 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-433	Lexicology
LING-438	Syntax
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
TESL-410	Techniques of Teaching English as a Second Language
TESL-414	Theories of Teaching English as a Second Language
TESL-468	Assessment of the LEP Student

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-448	Discourse Analysis
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	OTranslation: 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 MA 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, received candidacy for the Master of Arts in Linguistics, 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, received candidacy for the Master of Arts in Linguistics, and have obtained the approval of their graduate advisor before registering for the thesis seminar.

TESL ENDORSEMENT

MA students who possess a valid Illinois State Teaching Certificate (certificate types 03, 04, 09, or 10) and are interested in the TESL Endorsement must take 6 courses (18 hours) from the following courses to fulfill part of the State's requirements:

- A. Linguistics: LING 401 or TESL 402
- B. Theoretical Foundations of Teaching ESL: TESL 414
- C. Assessment of the Bilingual Student: TESL 468 or BLBC 342
- D. Methods & Materials/Teaching ESL: TESL 410
- E. Cross-Cultural Studies for Teaching LEP Students: LING 446 or TESL 445

Plus one elective: LING 405, LING 437, LING 449, LING 453, or TESL 420

In addition to completing the 18 hours, the State requires that applicants for a TESL endorsement:

- Possess a valid Early Childhood, Elementary, Secondary, or Special Education Illinois Teaching Certificate (certificate types 03, 04, 09, or 10)
- Complete 100 clock hours of ESL clinical experience.

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 or TESL 402.

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 or TESL 402.

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 or TESL 402, 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 or TESL 402.*

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 or TESL 402, 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 or TESL 402.*

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 or TESL 402, 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-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 or TESL 402, 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 or TESL 402, 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 or TESL 402.*

LING-452 Psycholinguistics, 3 cr. This course looks at the interface between language and the brain as it pertains to the mapping, storage and access of language. We examine current psycholinguistic models of language organization and access from its smallest increment (sound) to the discourse level and discuss the implication of these models vis-à-vis various linguistic models and theories of language. *Prereq: LING 401 or TESL 402.*

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 codeswitching, and controversial issues such as bilingual language acquisition and the relationship between bilingualism and cognitive, linguistic and social development.

Prereq: Ling 401 or TESL 402, 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 or TESL 402, 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 or TESL 402.

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 or TESL 402.

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 or TESL 402, 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:** Candidacy for the MA in Linguistics, completion of seven required LING courses with a B average, consent of advisor.

MATHEMATICS

Paul P. O'Hara, Ph.D., Professor, Chair
 Tanya Cofer, Ph.D., Associate Professor
 Sarah Cordell, D.A., Assistant Professor
 Lidia Z. Filus, Advanced Degree, Professor
 Marian Gidea, Ph.D., Professor
 P. Wagala Gwanyama, Ph.D., Professor
 Anna Mitina, Ph.D., Professor
 Anuj Mubayi, Ph.D., Assistant Professor
 Marina Polyashuk, Ph.D., Associate Professor
 Rakesh K. Rustagi, 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-243	Linear Algebra I.....	3 cr.
MATH-251	Discrete Mathematics	3 cr.
MATH-340	Computing for Mathematicians.....	4 cr.

Additional courses in mathematics chosen in consultation with the appropriate departmental advisor 21 cr.

Total 43 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-243	Linear Algebra I.....	3 cr.
MATH-251	WIP: Discrete Mathematics.....	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 23 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-243 Linear Algebra I..... 3 cr.

MATH-251 WIP: Discrete Mathematics..... 3 cr.

Elective courses: Two courses from the approved list of courses..... 6 cr.

Total 24 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 certification 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 Mathematics for Elementary Teachers

The Department of Mathematics offers a Master of Arts (MA) degree in Mathematics for Elementary School Teachers. This program is designed for teachers who wish to improve their level of competence in mathematics or wish to serve as Elementary School Mathematics Specialists, Coordinators of Elementary School Mathematics Programs, or Teachers of Junior High or Middle School Mathematics.

The MA program is mathematics-content oriented. In the program, students gain an understanding of underlying concepts that will help improve their teaching of Mathematics in the elementary, Junior High or Middle School. To complete the degree students must complete thirty credit hours of course work. The degree requirements also include a comprehensive final exam. Students may complete the program in two years by enrolling in two courses during each of the Fall and Spring semesters and one course during each Summer. Candidates may consult the Department of Mathematics for further information about the program.

Requirements for Admission to the Program:

The requirements for admission into the MA program are:

1. Students must fulfill the requirements for admission to the Graduate College.
2. Students must have a current Illinois Teaching Certificate for K-9 or equivalent .
3. Students must have successfully completed 6 or more credit hours of College Mathematics content courses.

All courses must be chosen in consultation with the MA advisor.

Core Courses: 15 cr

MATH-408	Mathematics Structures for Elementary School Teachers I	3 cr.
MATH-409	Mathematical Functions for Elementary School Teachers	3 cr.
MATH-435	Mathematics Structure II	3 cr.
MATH-438	Elementary Probability and Statistics for Teachers	3 cr.
MATH-439	Computers in Education	3 cr.

Electives: 15 cr

Select 5 courses from the following
(At least one course in Education is required and no more than 3 courses in Education will be allowed):

MATH-401	Number Theory for the Elementary School Teacher	3 cr.
MATH-402	Modern Algebra for the Elementary School Teacher	3 cr.
MATH-403	Modern Geometry for the Elementary School Teacher	3 cr.
MATH-410	Modern Analysis for the Elementary School Teacher	3 cr.
MATH-457	Recent Trends in Mathematics	3 cr.
MATH-495	Project in Mathematics	3 cr.
ELED-403	Problems in Elementary Mathematics Instruction	3 cr.
ELED-414	Principles of Curriculum Development	3 cr.
ELED-418	Theoretical Implications for Instructions in the Elementary Classroom	3 cr.
SCED-401M	New Directions in Teaching Math. in Jr. and Sr. High	3 cr.
SCED-408	The Nature of Mathematical Abilities in School Children	3 cr.
SCED-409	Teaching Mathematical Problem Solving in the Secondary School	3 cr.
SCED-421M	Research in Classroom Teaching of Math	3 cr.
	Total	30 cr.

Examination:

A student in the MA program must take a Final Comprehensive Examination. The Comprehensive Examination is offered twice per year, and may only be taken after satisfactory completion of the core courses.

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 104 College Algebra, 3cr. (See MATH-173)

MATH 105 Trigonometry (See Math-175)

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 and MATH-163. *Prerequisite verification required. Contact MSTQE program.*

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, 3cr. 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-175 Trigonometry, 3cr. 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-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 Precalculus Seminar, 1 cr. Enrichment seminar 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.*

MATH-188 Calculus I Seminar, 1 cr. Enrichment Seminar 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-243 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-251 WIP: Discrete Mathematics, 3 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-262 Calculus II Seminar, 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 Statistics, 3 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-092.

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, 4cr. 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-243.

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-202.

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-243.

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 243 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-243 and MATH-251.

MATH-322 Number Theory, 3 cr. Properties of integers, congruences, quadratic residues, and Diophantine equations. *Prereq.:* MATH-243 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-243 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-243.

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:* MATH-203 and MATH-243.

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-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-401 Number Theory for the Elementary School Teacher, 3 cr. Divisibility, factorization and congruences together with associated theorems. Linear diophantine equations; linear congruences and systems of linear congruences; Fermat's Little theorem; Wilson's theorem; Quadratic congruences and other selected topics of interest. *Prereq:* graduate standing and MATH-435.

MATH-402 Modern Algebra for the Elementary School Teacher, 3 cr. Sets, relations, binary operations, algebraic systems, modular arithmetic, groups, semigroups, and fields. *Prereq:* graduate standing and MATH-435.

MATH-403 Modern Geometry for the Elementary School Teacher, 3 cr. The relations: congruence, parallelism, similarity as defined on varied sets of geometric models; convexity; measurements; constructions; geometric inequalities; and applications. *Prereq:* graduate standing and MATH-435.

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-438 Elementary Probability and Statistics for Teachers, 3 cr. Frequency distributions, measure of central tendency, mean, variance and standard deviation, probability, random variables, Binomial distribution, Normal distribution, Central Limit Theorem, confidence intervals for mean and proportion, hypothesis testing for mean and proportion, analysis of variance, and applications. *Prereq:* graduate standing, MATH-409 and MATH-435.

MATH-439 Computers in Education, 3 cr. Investigation into the use of computer software packages such as GSP, statistical packages, spreadsheet and other graphing technologies to solve mathematical problems.

MATH-441 Multivariate Statistical Analysis, 3 cr. The essential methods of the multivariate statistical analysis; Hotelling'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-467 Advanced Topics in Algebra, 3 cr. Possible topics include group theory, ring theory, field theory, linear algebra, categorical algebra and lattice theory. Consult the Schedule of Classes for specific topics. *Prereq.:* graduate standing and MATH-436.

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-473 Advanced Topics in Operations Research, 3 cr. Possible topics include: applied graph theory; non-linear programming; the mathematics of time series analysis; advanced topics in series analysis; advanced topics in simulation and modeling. *Prereq.:* varies with topic.

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-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.:* acceptance to degree candidacy for the Master of Science in Mathematics and 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.:* acceptance to degree candidacy for the Masters in Mathematics, and approval of the department.

MUSIC

R. Shayne Cofer, Ph.D., Professor, Chair
 Peter Chang, Ph.D., Professor
 Travis Heath, D.M., Assistant Professor
 Robert Heitzinger, D.M., Assistant Professor
 Phyllis Hurt, D.M.A., Professor
 Elyse J. Mach, Ph.D., Professor
 Nelson Mandrell, D.M.A., Associate Professor
 David Sharlow, Ph.D., 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 Arts, Master of Arts, and to Teacher Certification

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 Certification 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 Certification Program (TCP) for Post-Baccalaureate Students

This program is designed for returning students with a degree in music who wish to obtain K-12 Music teaching certification. The program is administered through the College of Education (See Special Certification 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 certification. Students must pass an audition to enroll.

Program Advisors

Each music major, minor, and Teacher Certification 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 Certification 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.

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 Arts 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-210	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 8 cr.

Selected from MUS 221A, 222A, 222C, 222D

Electives 9 cr.

One course in Theory selected from MUS-305, 307, 308, or 398; One course in Music History selected from MUS-312, 321D, or dept. approved course.

MUS-250 Junior Recital 1 cr.

MUS-330 Senior Recital 1 cr.

Total 78 cr.

Vocal performance majors must also take:

Foreign Language 6 cr.

Two courses selected from FL-Ger 101, 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-210	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 8 cr.

Selected from MUS 231, 226, 234E (piano), or 234M (guitar)

Small Ensemble 5 cr.

MUS-331 Repertoire Seminar 3 cr.

Electives 8 cr.

One course in Theory selected from MUS-305, 307, or 398; One course in Music History selected from MUS-312, 321D, or dept. approved course.

MUS-250 Junior Recital 1 cr.

MUS-330 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.

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-210	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.
(Students may fulfill up to 6 required piano hours with music electives after successfully completing a piano skill placement audition).

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..... 8 cr.
Students must select 6 credits from MUS 221A or 222A and 2 credits from MUS 222C or 222D.

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.

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-210	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.)	
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.....	8 cr.
Wind, brass, and percussion students select MUS-231; String students select MUS-226	
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.

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, Piano, 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 MUS-101. 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 certification 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 DANC-360 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 certification 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.

CMENC

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 Espanol, the professional company in residence, offers qualified dance students opportunities to participate in intensive workshops throughout the year, and performs on campus regularly. The Department offers the American Spanish Dance Festival each summer with Ensemble Espanol and international guest artists. Qualified dance students may enroll for credit.

Awards

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 be U.S. citizens, or documented residents, and 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 two areas of emphasis: Music Education and Applied Music Pedagogy. It serves (1) students preparing for college level teaching, (2) students preparing for advanced graduate studies, and (3) in-service elementary and secondary school teachers. The program is designed especially for the convenience of the part-time student.

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.

Candidacy and Comprehensive Examination

Before students are admitted to candidacy, 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. An oral exam is given upon completion of the thesis or performance of the recital. Approval is given in writing by the thesis advisor and committee at the conclusion of the oral exam. 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 NEUport 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, 2 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 MUS-112 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-121 or 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 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-321E Seminar in Music History: Bach, 3 cr. This seminar explores major issues in Bach study through the most relevant literature concerning Bach'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 MUS-320 for description.)

MUS-324 Independent Study in Music, 2 cr. (See MUS-320 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 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-393 Seminar in Music Education, 2 cr. Concentrated study of specific aspects of a music education curriculum including approaches, skills, materials, and media, with emphasis on current trends. Consult the Schedule of Classes for specific topics. *Prereq.:* in-service teacher, or 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.

MUSC-398C Practicum in Music: Computerized Notation, 3 cr. Computer notation address issues of musical notation and current software used in creation, duplication and publication of music. The course will develop knowledge and skills required for accurate and appropriate notation using the computer. Class time will be used for hands-on work with computers and related equipment as well as lectures, discussion groups and exercises designed for a variety of ensembles and genres. The course assumes music reading ability.

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 pe-

riods 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 MUS-420 for description.)

MUS-422 Independent Study in Music, 3 cr. (See MUS-420 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 non-traditional 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 a thesis, project or 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. *Prereq.:* master's degree candidacy in music.

MUS-491 Seminar in Research in Music Education, 3 cr. Study of basic reference and research materials in music education and introduction to methods of research appropriate to music education. *Prereq.:* graduate standing.

MUS-492 Seminar in Administration and Supervision of School Music, 3 cr. Responsibilities of the music supervisor or the music department chairperson in secondary schools, including curriculum development, public relations, program finance, and scheduling. *Prereq.:* MUS-203 and graduate standing.

MUS-493 Dynamics of a Music Curriculum, 3 cr. Problems and procedures related to the planning, development, and implementation of a music curriculum for kindergarten through grade twelve, including current trends in music curricula. *Prereq.:* graduate standing.

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 DANC-131 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 DANC-251. 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 DANC-161 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

Lawrence Berlin, Ph.D., Professor, Chair
John Casey, Ph.D., Assistant Professor
Sarah L. Hoagland, Ph.D., 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 Philosophy of Religion, 3 cr. Philosophical scrutiny of some of the central themes in religion, i.e. the existence of God, the problem of evil, human freedom and immortality, the nature of faith, and the role of reason in theology.

PHIL-212 Topics in Social Ethics, 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-312 Topics in Social Ethics: Philosophy of Literature-East/West, 3 cr. This course will track the intersections and deviations between contemporary literature and philosophy from a global perspective. To achieve this, the course will consider such radically creative movements as surrealism, hyper-realism, futurism, minimalism, neo-romanticism, post-

structuralism, and existentialism in order to apprehend the extreme and unforeseen possibilities for the writing-act and its future within literature and philosophy. **Prereq:** *Junior standing 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, 3cr. 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, 3cr. 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, 3cr. 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, 3cr. 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, 3cr. 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, 3cr. 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

Gregory Anderson, Ph.D., Associate Professor, Chair

Paulo Acioli, Ph.D., Associate Professor

Paul J. Dolan, Jr., Ph.D., Professor

Sudha Srinivas, Ph.D., Associate 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 further 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 Bachelor of Science Degree

Required core courses

*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-215	Physics III	4 cr.
PHYS-308	Introductory Mathematical Physics.....	3 cr.
PHYS-330	Intermediate Physics Lab.....	3 cr.

Any four of the following:..... 12-13 cr.

PHYS-309 Fortran and Numerical Analysis for Scientists

3 cr.

PHYS-311 Mechanics I.....

3 cr.

PHYS-321 Electricity and Magnetism I

3 cr.

PHYS-336 Modern Physics I

3 cr.

A 300-level Physics elective.....

3-4 cr.

Any two of the following:..... 8 cr.

PHYS-331 Optics

4 cr.

PHYS-332 Electronics

4 cr.

PHYS-365 Microprocessor Electronics

4 cr.

PHYS-367 Transducer and Special Purpose

Electronics

4 cr.

PHYS-369 Instrumentation Electronics

4 cr.

Total 38-39 cr.

Please note that 15 or more credits from the above must be taken at Northeastern.

Required Courses in a Related Field:

CHEM-211	General Chemistry I.....	5 cr.
CHEM-212	General Chemistry II.....	4 cr.
MATH-185	Pre-Calculus Mathematics.....	4 cr.
MATH-187	Calculus I.....	4 cr.
MATH-202	Calculus II.....	4 cr.
MATH-203	Calculus III.....	4 cr.
MATH-301	Ordinary Differential Equations	3 cr.
	Total	28 cr.

* An equivalent course may be substituted

Minor in Physics (18 cr. hrs.)**Required Courses:**

PHYS-206	University Physics I or	
	PHYS-201 College Physics I.....	3 cr.
PHYS-207	University Physics II or	
	PHYS-202 College Physics II.....	3 cr.
PHYS-215	Physics III.....	4 cr.
	Nine credits in 300-level physics courses.....	9 cr.
	Total	19 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 129 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 registration in PHYS-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, 1cr. 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, 1cr. 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 PHYS-301 for description.)

PHYS-303 Independent Study in Physics, 3 cr. (See PHYS-301 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-306 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 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.:* PHYS-306 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

David E. Leaman, Ph.D., Associate Professor, Chair
Sangmin Bae, Ph.D., Associate Professor
Russell Benjamin, Ph.D., Associate Professor
Ellen Cannon, Ph.D., Professor
Martyn De Bruyn, Ph.D., Assistant Professor
Jeffrey S. Hill, Ph.D., Professor
Lawrence P. Frank, Ph.D., Professor
Sophia Mihic, Ph.D., Associate Professor
Gregory Neddenriep, Ph.D., Assistant Professor
Marshall Thompson, Ph.D., Assistant 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 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 24 cr.

to be distributed among:

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 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 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.

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 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 resisters 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.: PSCI-216 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-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.: PSCI-210 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 first hand 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 it's 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 PSCI-251 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: develop-

ment 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 establish-

ment 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 subgovernments 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-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-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 21st 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 supra-national 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., Assistant Professor
 Maureen Wang Erber, Ph.D., Professor
 David Farmer, Ph.D., Associate Professor
 Suzanne Gaskins, Ph.D., Professor
 Lisa Hollis-Sawyer, Ph.D., Associate Professor
 Christopher Merchant, Ph.D., Assistant Professor
 Linda M. Rueckert, Ph.D., Associate Professor
 Shannon Saszik, Ph.D., Assistant Professor
 Therese Schuepfer, Ph.D., Professor
 Masami Takahashi, Ph.D., Associate 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. In both of these programs, the department prepares students for careers in those areas that make particular use of a knowledge of human behavior and development. These include human resource and personnel positions in industry, direct service work in the social services, and research associate positions in academic and industrial settings. Students are also prepared for pursuing further education in any of the major areas of psychology.

The department faculty members represent a number of theoretical approaches as well as a wide range of content areas. This enhances the student’s opportunity to become acquainted with the full scope of this broad and complex subject. Because of the need to create a combination of courses consistent with their career goals, students are urged to form a continuing relationship with a faculty advisor in the department early in their major.

The interdisciplinary nature of psychology requires familiarity with other fields. Students intending to pursue graduate studies should have a strong background in mathematics and the natural sciences. All psychology majors will benefit from course work in philosophy, physiology, literature, history, the social sciences, and computer science.

Students 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-372 Laboratory, Research Methods:
Operant Conditioning
- 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 psychology6 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
- C. 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.)

NEUROSCIENCE

The departments of Psychology and Biology co-sponsor courses designed to prepare students for graduate work in areas related to neuroscience. The courses emphasize interdisciplinary studies and actual research experience. Interested students are advised to contact the chairperson of the Psychology or Biology Departments as early as possible in their academic careers.

FIELD EXPERIENCE

Academic credit may be earned through relevant work at field centers such as: psychiatric hospitals, correctional facilities, drop-in centers, schools, and businesses. The work may involve counseling, outreach, tutoring, or research. This program serves to integrate theoretical concepts with practical experience. Training is jointly supervised by a field experience supervisor on site and a faculty member on campus. Information about an undergraduate field experience may be obtained from the program advisor in the psychology department.

GRADUATE PROGRAM

Master of Arts in Gerontology

The master's degree program in gerontology is a multi-disciplinary 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.
	<hr/>	
	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 minimum grade of C or MATH-102 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 (PSYC-302): 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, 3cr. 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 major. 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 developmental 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-327 Counseling and Psychotherapy for the Aging, 3 cr. Principles of therapeutic intervention for persons 50 years and older using strategies appropriate for this age group. **Prereq.:** PSYC-324 or PSYC-345.

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-333 Humanistic Theories of Personality, 3 cr. Approaches of the third force psychologists to the study of personality development. **Prereq.:** PSYC-202.

PSYC-334 Psychoanalytic Theories of Personality, 3 cr. Systematic comparison of the central concepts of Freudian and neo-Freudian analytic psychology, with special emphasis upon the contributions of ego psychology, implications for learning and for normal and abnormal personality development. **Prereq.:** PSYC-202.

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, 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-372 Operant Conditioning Lab, 3 cr. Introduction to quantitative and experimental techniques in psychology as a natural science. Course work will cover experimental design, data collection and interpretation centered around operant conditioning techniques with the rat. *Prereq.:* PSYC-302.

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.

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-392 Field Experience in Psychology II, 3 cr. Advanced and specialized work. (See PSYC-391 for description.) Arrangements should be made in the term prior to registration. *Prereq.:* PSYC-391.

PSYC-393 Seminar in the Teaching of Psychology, 3 cr. Introduces students to the theories and methods of post-secondary teaching as relevant to the field of psychology. Students participate with faculty in active teaching activities of an undergraduate psychology course. *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-202.

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 socio-economic 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 S. Stanley, Ed.D., Associate Professor, Chair
 Jacqueline Anderson, Ph.D., Assistant Professor
 Francisco Xavier Gaytan, Ph.D., Assistant Professor
 Jin Kim, M.S.W., Assistant Professor
 Job Ngwe, Ph.D., Associate Professor
 Jane Peller, M.A., 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 Anthropology3 cr.
- BIOL-100 Introduction to Biology3 cr.
- PSYC-100 Survey of Psychology3 cr.
- PSYC-110 Life Span Development3 cr.
- SOC-100 Introduction to Sociology3 cr.

Required Courses in Social Work: 48 cr.

- SWK-200 Introduction to Social Work3 cr.
- SWK-207 Social Welfare Policy I3 cr.
- SWK-303 Human Behavior and the Social Environment I3 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 II3 cr.
- SWK-309 Research and Quantitative Applications in Social Work3 cr.
- SWK-310 Research Practicum I.....3 cr.
- SWK-311 Research Practicum II.....3 cr.
- SWK-353 Field Seminar I3 cr.
- SWK-354 Field Seminar II3 cr.
- SWK-355 Field Practicum I3 cr.
- SWK-356 Field Practicum II3 cr.

SWK-357 Social Welfare Policy II3 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.
- Total 18 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.

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.

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.:* SWK-200.

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. **Prereq:**

SWK 200 or concurrent with SWK 207

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.:** *SWK-200 minimum grade of C and ENGL-101 minimum grade of C.*

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:** *Liberal Arts requirements, SWK-207 & concurrent with SWK-303, 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:** *SWK 200, SWK 207, liberal arts requirements*

Concurrent with SWK 306 and SWK 357 majors only

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: *SWK 200, SWK 207, liberal arts requirements* *Concurrent with SWK 305 and SWK 357 majors only*

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: *SWK 200, 207*

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.

Prereq.: *SWK-200, 207.*

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:** SWK 200, 207 Concurrent with SWK 303 and SWK 304 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:** SWK-309, taken concurrently with SWK-353, majors only.

SWK-311 Research Practicum II, 3 cr. The focus of this course is the continuation of the research proposal begun in SWK-310-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:** SWK-310; 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. **Prereq:** SWK 200, SWK 207 or consent of instructor

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. **Prereq:** SWK 200, SWK 207 or consent of instructor

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.:** SWK 200, SWK 207, or consent of instructor.

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.: SWK-207, SWK-303, and ENGL-101 minimum grade of C.

SWK-326 Independent Study in Social Work, 3cr. This is a research study in an area of special interest to the student involving research and field studies.

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:** SWK 305, 306

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:** SWK 305, 306

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. **Prereq:** SWK 200, SWK 207, or consent of instructor

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. **Prereq:** SWK 305, SWK 306 or consent of instructor

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:** SWK 305, 306, pass ECE and complete 30 hours volunteer hours Concurrent with SWK 310 and SWK 355 for majors only

SWK-354 Field Seminar II, 3 cr. Taken concurrently with SWK-356. Continuation of SWK-353. **Prereq:** SWK 353, 310, Concurrent with SWK 311 and SWK 356 for majors only

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:** SWK 305, 306. Concurrent with SWK 353 and SWK 310 for majors only

SWK-356 Field Practicum II, 3 cr. Taken concurrently with SWK-354. Continuation of SWK-355. **Prereq:** SWK 355. Concurrent with SWK 354 and SWK 311 for majors only

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:** SWK 200, SWK 207. Concurrent SWK 305, 306, majors only

SOCIOLOGY

Susan Stall, Ph.D., Professor, Chair
 Michael Armato, Ph.D., Assistant Professor
 Christina Gomez, Ph.D., Associate Professor
 Brooke Johnson, Ph.D., Assistant Professor
 Olivia N. Perlow, Ph.D., Assistant Professor
 Wamucii Njogu, Ph.D., Associate Professor
 Andrew G. Savas-Kourvetaris, Ph.D., Assistant Professor
 Brett C. Stockdill, 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.....	3 cr.
	[Spring Semester]	
OR		
SOC-351	Senior Seminar in Sociology	3 cr.
	[Fall Semester]	
	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-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-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	
	Total Hours in Concentration Area.....	12 cr.
	Electives in Sociology	9 cr.

Total Hours for Major in Sociology 39 cr.

Organization & Institutions

SOC-204	Sociology of Small Groups	
SOC-221	Sociology of Work	
SOC-214	Sociology of Intimacy, Marriage, & Families	
SOC-310	Social Movements	
SOC-312	Sociology of Health & Illness	
SOC-317	Sociology of Religion	
SOC-331	Military Sociology	
SOC-332	Sociology of Education	
SOC-342	Internship in Sociology	
SOC-347	Sociology of Media	
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-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.: SOC-100 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, 3 cr. 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 discrimi-

nation; 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-319 Topics in Race and Ethnicity, 3 cr. Exploration at an advanced level of selected issues in race and ethnicity. Consult the Schedule of Classes for specific topics. Topics will vary. *Prereq.:* SOC-100 or AFAM-200.

SOC-320 Topics in Sex and Gender, 3 cr. Exploration at an advanced level of current issues and concerns in the sociology of sex and gender. Consult the Schedule of Classes for specific topics. Topics will vary. *Prereq.:* SOC-100.

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-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)

Lawrence N. Berlin, Ph.D., Professor, Chair

Theodora H. Bofman, Ph.D., Professor

Jeanine Ntahirageza, Ph.D., Assistant Professor

William Stone, Ph.D., Associate Professor

Marit Vamarasi, Ph.D., 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)

LING-201	Introduction to General Linguistics	3 cr.
LING-300	English Grammar in the Classroom	3 cr.
	or	
LING-303	Grammars of English.....	3 cr.
TESL-321	First and Second Language Acquisition	3 cr.
	or	
TESL-341	TESL: Principles of Language Teaching	3 cr.
LING-322	Introduction to Sociolinguistics.....	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 Certificate (certificate 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

LING-401 Fundamentals of Modern Linguistics

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

OR

LING-446 Sociolinguistics

- Complete 100 clock hours of ESL clinical experience.

COURSE OFFERINGS

TESL-109A FYE: Teaching English in Chicago, 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-320 Language and Culture, 3 cr. 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. **Prereq.:**

LING-201. Cross-listed as LING-320.

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-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-345 Linguistics and Reading, 3 cr. Relationship between language 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.

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 or LING 401.

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 or LING 401.

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 or LING 401.

TESL-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 Farsi, Arabic, Rotuman, Kirundi and Thai. Consult the Schedule of Classes for specific languages. *Prereq:* Graduate standing, TESL 402 or LING 401, 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 or LING 401.

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 402 or LING 401, TESL 410, TESL 414, TESL 420, and TESL 426, or consent of instructor.

WOMEN'S STUDIES PROGRAM

Susan Stall, Ph.D., Professor, Sociology, Chair
Durene Wheeler, Ph.D., Assistant Professor,
Program Coordinator

Core Faculty

Celia Jill Althage, M.L.S., Professor, Library
Michael Armato, Ph.D., Assistant Professor, Sociology
Shelley A. Bannister, Ph.D., J.D., Professor, Justice Studies
Deborah Bernstein, J.D., Instructor, Justice Studies
Netiva Caftori, D.A., Professor, Computer Science
Laurie Fuller, Ph.D., Associate Professor, Women's Studies
Sarah Hoagland, Ph.D., Professor, Philosophy
Lisa Hollis-Sawyer, Ph.D., Associate Professor, Psychology
Timothy Libretti, Ph.D., Professor, English
Nancy Matthews, Ph.D., Associate Professor, Justice Studies
Erica Meiners, Ph.D., Associate Professor, Educational Leadership and Development
Audrey Natcone, J.D., Instructor, Justice Studies
Jade S. Stanley, M.S.W., Ed.D., Associate Professor, Social Work
Brett Stockdill, Ph.D., Associate Professor, Sociology

Affiliate Faculty

Debra Bruce, M.F.A., M.A., Professor, English
Vicki Byard, Ph.D. Associate Professor, English
Ellen Cannon, Ph.D., Professor, Political Science
Aneta Galary, Ph.D., Instructor, Sociology
Christina Gomez, Ph.D., Associate Professor, Sociology
Joan Johnson, Ph.D., Instructor, History
Julie Kim, Ph.D., Associate Professor, English
Tracy Luedke, Ph.D., Assistant Professor, Anthropology
Elizabeth Marino, Instructor, English
Sophia Mihic, Ph.D., Associate Professor, Political Science
Francesca Morgan, Ph.D., Assistant Professor, History
Wamucii Njogu, Ph.D., Associate Professor, Sociology
Kristen Over, Ph.D., Assistant Professor, English
Vicki Román-Lagunas, Ph.D., Associate Professor, Foreign Languages and Literatures
Tim Scherman, Ph.D., Associate Professor, English
Terry Stirling, Ph.D., Associate Professor, Educational Leadership and Development

Women's Studies is an interdisciplinary program 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 how power is distrib-

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 or LING 401, TESL 410, TESL 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 402 or LING 401, TESL 410, TESL 414, TESL 420, 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.

uted and used along the intersections of race, class, gender, geography, age, abilities, and sexualities. Women's 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 WSP operates the Blanche Hersh Women's Studies Resource Center and the Empowering Students Computer Lab located in LWH-2096, which is staffed by volunteers and student assistants. The Center houses a Women's 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. The WSP sponsors speakers, films, and a variety of events during the year. Call 773-442-4550 for a list of events or go to our website at <http://www.neiu.edu/~wstudies/>

UNDERGRADUATE PROGRAMS

Majors in Women's Studies will fill out the Women's Studies Major Agreement in the Program office. All Women's 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. The program coordinator serves as advisor for students choosing the Women's Studies major.

Core Courses Required for all Majors:

WSP-101	Women's Perspectives and Values.....	3 cr.
WSP-201	WIP: Feminist Ideas	3 cr.
WSP-202	Feminist Activism.....	3 cr.
WSP-302	Feminist Theory: Questions of Race, Class, & Sexuality	3 cr.
WSP-323	Internship in Women's Studies	3 cr.
WSP-350	Seminar in Women's Studies (capstone course).....	3 cr.
Approved Electives.....		18 cr.
Total Hours for a Major in Women's Studies		36 cr.

Students must choose from a list of cross-listed elective courses that encourages an interdisciplinary approach to Women's Studies, and will expose them to the widest variety of Women's Studies faculty. Elective courses, which do not appear on the Women's Studies list, must be approved by the major advisor and may not exceed 6 credit hours.

Minor in Women's Studies

Minors in Women's Studies will fill out the Women's Studies Minor Agreement in the Program office.

All Women's 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

WSP-101	Women's Perspectives and Values.....	3 cr.
WSP-350	Seminar in Women's Studies	3 cr.
Electives from at least 2 departments.....		15 cr.
Total Hours for Minor in Women's Studies		21 cr.

COURSE OFFERINGS

WSP-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.)

WSP-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.)

WSP-201 WIP: Feminist Ideas, 3 cr. Feminist Ideas is intended to insure that Women's Studies students understand what feminist perspectives are and their relationship to Women's 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.:**

WSP-101 and ENGL-101 minimum grade of C.

WSP-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.: WSP-101.

WSP-302 Feminist Theory, 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.: WSP-101.*

WSP-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.: WSP 101.*

WSP-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.: WSP 101.*

WSP-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.: WSP 101.*

WSP-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 nar-

rative of women's liberation against the dominant patriarchal narratives that inform cultural consciousness and social relations. *Prereq.: WSP 101.*

WSP 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 Syssters, 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.: WSP 101.*

WSP 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.: WSP 101.*

WSP-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 Studies Coordinator, department chair and the appropriate dean(s).*

WSP-322 Internship in Women's Studies, 2 cr. (See description for WSP-321.)

WSP-323 Internship in Women's Studies, 3 cr. (See description for WSP-321.)

WSP-331 Independent Study in Women's Studies, 1 cr. An intensive investigation of a special area of Women's Studies.

Prereq.: consent of the instructor, Women's Studies Coordinator, department chair and the appropriate dean(s).

WSP-332 Independent Study in Women's Studies, 2 cr. (See description for WSP-331.)

WSP-333 Independent Study in Women's Studies, 3 cr. (See description for WSP-331.)

WSP-350 Seminar in Women's Studies, 3 cr. This interdisciplinary capstone course builds on knowledge gained in other Women's 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 Studies Major and Minor.

Prereq.: WSP-101 plus 9 credits of Women's Studies and cross-listed courses.

Cross-Listed Courses

Anthropology

ANTH-307 Anthropology of Gender, Sexuality and the Body

Communication, Media, and Theatre

CMTC-313 Communication and Gender

CMTM-377 Gender and Media

CMTT-337 Women Playwrights

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

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

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-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, Marriage and Families

SOC-270 Sociology of Latinas

SOC-306 American Women: The Changing Image

SOC-307 Men & Masculinities

SOC-329 Sociology of Violence

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-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, M.S., Assistant Professor

Denise Cloonan Cortez de Andersen, Ph.D.,

Professor of Spanish

John S. Geary, Ph.D., Associate Professor of Spanish

Lucía Lombardi, Ph.D., Associate Professor of Spanish

Mary Ellen McGoey, Ph.D., Associate Professor of French

Vicki Román-Lagunas, Ph.D., Associate

Professor of Spanish

Esther M. Santana, Ph.D., Associate Professor of Spanish

The study of languages and literatures at NEIU leads to an understanding of the complex relationship between cultural production (for example, art, literature, film, and music) and the social, economic and political forces that frame this production over time.

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 your own and others' 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 or French Studies, and 3) minors in Spanish, French, and Korean. We also offer basic language courses in Arabic, Chinese, French, Greek, Italian, 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 8 core courses and 3 electives, 1 of which must be a Capstone Seminar at the Advanced Medium (350-399) level. Spanish Majors are also required to create an electronic portfolio of work done in the required courses, using the commercially available software LiveText. Students who place beyond the Intermediate High level may, with the previous consent of the Undergraduate Advisor, substitute SPAN 224 (Reading Comprehension) with a course at the Intermediate High level or above.

Sequence of required courses:

Intermediate Courses			Advanced Courses		
Low 201	Medium 202-249	High 250-299	Low 300-349	Medium 350-399	High 400-499
	Two of the following:*			One capstone seminar	
	209	252	314		
	211	253	315		
	212		321 and/or 323		
	213		326 and/or 328		
	224				

*Please note: 209, 211 and 212 are designed for heritage learners; 213 is designed for non-heritage learners; and 224 is designed for both heritage and non-heritage learners.

Course Name and Number:

SPAN-209: Spanish for Spanish Speakers I
 SPAN-211: Spanish for Spanish Speakers II
 SPAN-212: Composition I for Heritage Spkr.
 SPAN-213: Composition I for non-Heritage Spkr.
 SPAN-224: Reading Comprehension
 SPAN-252: Literary Genres
 SPAN-253: Composition II
 SPAN-314: Latin American Culture
 SPAN-315: Spanish Culture
 SPAN-321: Spanish American Literature I
 SPAN-323: Spanish American Literature II
 SPAN-326: Spanish Literature I
 SPAN-328: Spanish Literature II

Prerequisites:

Placement exam
 SPAN-209 or placement exam
 SPAN-202 or placement exam
 SPAN-202 or placement exam
 SPAN-202 or placement exam
 SPAN-211, 212 or 213
 SPAN-211, 212 or 213
 SPAN-253
 SPAN-253
 SPAN-253
 SPAN-253
 SPAN-253
 SPAN-253

Minor in Spanish

The Minor in Spanish consists of 21 credits at the Intermediate Medium Level and above.

Students who declared their Major or Minor on or after Fall 2010 must adhere to this program. Students who declared their Major or Minor before Fall 2010 have the option to follow this program or the previous one, and may substitute courses according to the following equivalencies:

Previous Program**Current Program**

SPAN-220	SPAN-220 or any other 200-level elective
SPAN-224	SPAN-224 or any other 200-level elective
SPAN-228	SPAN-212 or any other 200-level elective
SPAN-230	SPAN-251 or any other 200-level elective
SPAN-240	SPAN-252
SPAN-250	SPAN-212 or any other 200-level elective
SPAN-312	SPAN-312 or any other 300-level elective
SPAN-317	SPAN-253
SPAN-329	SPAN-321, 323, 326 or 328
SPAN-331	SPAN-312 or 313

Major in French Studies

The B.A. in French Studies consists of eleven courses (33 units) focusing on French and/or Francophone cultures. French Majors are required to create an electronic portfolio of work done in these courses, using the commercially available software LiveText. Of the eleven courses in the Major, at least eight (24 units) must be taught in French: four courses (12 units) at the 200-level and four courses (12 units) at the 300-level. 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 Major.

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 Certification in Spanish and French K-12

To become a certified K-12 teacher of Spanish or French, students must:

1. Complete the requirements for a major in Spanish or French Studies.
2. Complete the requirements for a major in Secondary Education, details of which are listed under the Department of Educational Inquiry and Curriculum Studies.
3. Pass the Oral Proficiency Interview (OPI) administered by ACTFL (American Council of Teachers of Foreign Languages) with a score of advanced low or above.
4. Pass the Content Area Exams in Spanish or French of administered by ICTS (Illinois Certification Testing System) with a minimum average score of 240.

Writing Intensive Requirement

Majors in Spanish and French Studies can meet the Writing Intensive Program (WIP) graduation requirement by taking WLC 250 (WIP: French Novel in Translation), or LLAS 201 (WIP: History and Culture of Latinos) or ENGL-210 (WIP: Methods for English Majors). Enrollment in ENGL-210 requires approval from the Department of English.

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 9 credits 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).

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 Exam 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.applyweb.com/apply/neiu
- 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)

- Two required courses (6 credits) to be completed during the first year of the program:
 - SPAN 400 Visión de América I
 - SPAN 420 Visión de América II
- Nine SPAN 400-level electives (27 credits), including:
 1. Up to 3 of the following SPAN 300-level courses in lieu of SPAN 400-level courses, as long as you did not previously use them towards completion of a degree:
 - SPAN 352 Puerto Rican Literature

SPAN 358 El Modernismo
 SPAN 373 Spanish American Short Story
 SPAN 377 Caribbean Literature

2. Up to 2 courses in French and/or Portuguese at any level.
3. Up to 3 of the following graduate-level courses from other departments at NEIU:
 - BLBC 439 Ethnic Diversity in Our Schools
 - BLBC 440 Teaching in Culture and Language in Diverse Classrooms
 - COUN 401 The Counseling Profession in a Pluralistic Society
 - COUN 430 Multicultural Counseling: Worldview and Systems Orientation
 - ELED 417 Multicultural Literature and Drama in the Elementary Classroom
 - ENGL 410 Literary Methods and Practice
 - ENGL 430 Studies in Literary Criticism
 - GES 401 Seminar in Cultural Geography
 - HIST 450 Readings in Colonial Latin America
 - HIST 451 Readings in Modern Latin American History
 - HIST 452 Seminar in Latin American History
 - HIST 453 Seminar in the History of Mexico
 - ICSE 415 History and Culture of Spanish-Speaking Americans
 - LING 446 Sociolinguistics
 - LING 448 Discourse Analysis
 - TESL 460 Second Language Acquisition

- For thesis option: Capstone Seminar SPAN 499 (3 credits). In consultation with the Graduate Advisor, you will choose a thesis committee of 3 faculty members in the Department, one of who will direct the thesis and serve as the primary reader.
- For non-thesis option: One additional elective course (3 credits) plus a Comprehensive Written Examination. 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.
- You may transfer up to 9 credits of graduate-level coursework toward completion of the Master of Arts at NEIU. Approval of the Department Chair required.
- If you were admitted to the M.A. Program before Fall 2010 you may choose between these requirements and the requirements in place when you were admitted.
- For additional information consult the Graduate Advisor.

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-200B Introduction to Brazilian Culture, 3 cr. This course introduces students to the wealth of literary, artistic, and musical cultures in Brazil. 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 Brazil. 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-200F Introduction to French and Francophone Cultures, 3 cr. This course introduces students to France and francophone cultures and to the French and francophone influences in Chicago and the Midwest. 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 in France and the international francophone community. 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-200J Introduction to Japanese Culture, 3 cr. This course introduces students to the wealth of literary, artistic, and musical cultures in Japan. 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 these texts reinforce, question or subvert normative constructions of gender, ethnicity, race, sexuality and nationalism specific to but not limited to Japan. Knowledge of Japanese language is not required, but because the Japanese often integrate their culture and language, a discussion of some elements of the Japanese language will be part of the class. 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-300 Foreign Language Clinical Experience In The Secondary School, 3 cr. Study of the language to develop communicative ability in Swahili in the areas of speaking, listening, reading and writing. Material on the culture of Swahili speakers is presented throughout the course. The course includes essentials of grammar and pronunciation, practice in basic conversation, and reading of graded material. **Prereq.:** *must be taken concurrently with academic major methods course or consent of instructor.*

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 FREN-101. **Prereq.:** *FREN-101 or placement exam.*

FREN-201 Intermediate French I, 3cr. Continuation of FREN-102. **Prereq.:** *FREN-102 or placement exam.*

FREN-202 Intermediate French II, 3 cr. Continuation of FREN 201. **Prereq.:** *FREN 103-399, placement exam, or consent of instructor.*

FREN-220 French Conversation I, 3 cr. Development of oral-aural communication skills with emphasis on everyday situations. Conducted in French. **Prereq.:** *FREN 201-399, placement exam, or consent of instructor.*

FREN-221 French Grammar and Composition I, 3 cr. Overview of grammar with emphasis on writing skills. **Prereq.:** *FREN 201-399, placement exam, or consent of instructor.*

FREN-224 Cinema for French Conversation I, 3 cr. The development of listening and speaking skills at the Intermediate-Mid level through classroom discussion of French-language films and supporting texts. Conducted in French. **Prereq.:** *FREN 201-399, placement exam, or consent of instructor.*

FREN-226 French Grammar through Film I, 3 cr. The study of French grammar in context at the Intermediate-Mid level through the close study of language structures in French-language films and supporting texts. Conducted in French. **Prereq.:** *FREN 201-399, placement exam, or consent of instructor.*

FREN-251 French Conversation II, 3 cr. Continuation of French Conversation I. Conducted in French. **Prereq.:** *FREN 201-399, placement exam, or consent of instructor.*

FREN-252 French Grammar and Composition II, 3 cr. Continuation of French Grammar and Composition I. Conducted in French. **Prereq.:** *FREN 201-399, placement exam, or consent of instructor.*

FREN-254 Cinema for French Conversation II, 3 cr. The development of speaking skills in French at the Intermediate-High level through classroom discussion of French-language films and supporting texts. Conducted in French. **Prereq.:** *FREN 201-399, placement exam, or consent of instructor.*

FREN-256 French Grammar through Film II, 3 cr. The study of French grammar in context at the Intermediate-High level through the close study of language structures in French-language films and supporting texts. Conducted in French. **Prereq.:** *FREN 201-399, placement exam, or consent of instructor.*

FREN-300 Introduction to French Civilization, 3 cr. French civilization and culture with emphasis on contemporary France. Conducted in French. **Prereq.:** *FREN 201-399, placement exam, or consent of instructor.*

FREN-315 Applied French Linguistics, 3 cr. A systematic comparison of French and English. Application of teaching techniques related to modern theories of language learning. Required for secondary school teacher certification. Conducted in French. **Prereq.:** *FREN 201-399, placement exam, or consent of instructor.*

FREN-320 Introduction to French Literature, 3 cr. Outline of French literature; outstanding authors and their works from the Middle Ages to the present. Conducted in French. **Prereq.:** *FREN 201-399, placement exam, or consent of instructor.*

FREN-356 French Women Writers and Artists, 3 cr. This course will acquaint students with the lives and works of key women writers and artists in the history of French and francophone cultures and literatures from the Middle Ages to the present, focusing on the complicated relation between sexual identity and literary practices, gender and genre, as well as politics and poetics. The course is taught in French. **Prereq.:** *FREN 200-399, placement exam, or consent of instructor.*

FREN-357 Contemporary French Society, 3 cr. Study and discussion of major debates in French society today. Topics explored may include: family, gender, the media, fashion, music, culinary arts, the education system, urban problems, social stratification, immigration, and French politics. Taught in French. **Prereq.:** *FREN 200-399, placement exam, or consent of instructor.*

FREN-363 French Canadian Literature, 3 cr. Introduction to the literature of Quebec and francophone Canada. **Prereq.:** *FREN 201-399, placement exam or consent of instructor.*

FREN-364 La Comédie Française, 3 cr. 17th Century French classics staged at the venerable Comédie Française. **Prereq.:** *FREN 201-399, placement exam or consent of instructor.*

FREN-366 Translating French, 3 cr. This course focuses on the techniques of translating French into English (primarily) and from English into French (secondarily). By translating different types of texts you will develop a sense of the similarities and differences in the syntax and grammar of the two languages, and develop a deeper appreciation of the cultural contexts which inform the text and your choices as a translator. **Prereq.:** *FREN 201-399, placement exam or consent of instructor.*

FREN-367 French Literature and the Other Arts, 3 cr. This course explores the mutual influences between French literature and other cultural products during various periods and movements. **Prereq.:** *FREN 201-399, placement exam or consent of instructor.*

FREN-369 Business French, 3 cr. Global introduction to the French and francophone business world. Topics will focus on economic issues and business practices in France, and to some degree other francophone countries. Emphasis will be placed on the acquisition linguistic and cultural competencies required to function effectively in the francophone business world. This course can also prepare students who wish to take the Certificate in Business French offered by the Chambre de Commerce de Paris. **Prereq.:** *FREN 201-399, placement exam or consent of instructor.*

FREN-370 Provençal Civilization, 3 cr. The course explores representations of Provence across a variety of media, including myths and legends, songs, literature, film, television and radio. Students will learn about the origins and evolution of Provençal identity, and develop an appreciation of the many poets, writers, artists, filmmakers, and social scientists who have been drawn to the task of defining and celebrating Provence. **Prereq.:** *FREN 201-399, placement exam or consent of instructor.*

FREN-371 Contemporary Francophone Cultures, 3 cr. This course is designed to introduce students to various political, social, artistic, and historic aspects of the francophone world through the literature of contemporary authors "d'expression française." **Prereq.:** *FREN 201-399, placement exam or consent of instructor.*

FREN-375 Advanced French Grammar, 3 cr. The aim of the course is to consolidate and broaden knowledge of the full range of grammatical structures. Multiple opportunities to explore writing strategies using specific grammatical features and set in specific cultural contexts are explored. **Prereq.:** *FREN 201-399, placement exam or consent of instructor.*

Greek

GREK-101 Greek I, 3 cr. Development of basic skills in listening, speaking, reading, and writing. Cultural appreciation.

GREK-102 Greek II, 3 cr. Continuation of GREK-101. **Prereq.:** *GREK-101 or equivalent.*

GREK-103 Greek III, 3 cr. Continuation of GREK-102. **Prereq.:** *GREK-102 or equivalent.*

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-103 Korean III, 3 cr. Continuation of KOR-102. **Prereq.:** *KOR-102 or equivalent.*

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.*

Spanish

SPAN-101 Beginning Spanish I, 3 cr. (For non-heritage speakers of Spanish. Heritage speakers enroll in SPAN 111.) 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. Heritage speakers enroll in SPAN 111.) Continuation of SPAN-101. **Prereq.:** *SPAN-101 or placement exam.*

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-102 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 very 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.

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 very limited.

SPAN-212 Composition I for Heritage Speakers, 3 cr. Basic instruction in the rules of Spanish orthography. Conducted in Spanish. *Prereq.:* SPAN-202.

SPAN-213 Composition I for non-Heritage Speakers, 3 cr. This course offers students who did not grow up in a Spanish-speaking environment a comprehensive review of the different tenses and moods in Spanish, normative orthography, correct use of accents, and building of vocabulary, all contextualized to deepen students' understanding of the Spanish-speaking world. Conducted in Spanish. *Prereq.:* SPAN 202.

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.

SPAN-251 Intermediate Conversation II, 3 cr. Continuation of Intermediate Conversation I with emphasis on spontaneous conversation. Conducted in Spanish. *Prereq.:* SPAN 220 or placement exam.

SPAN-252 Literary Genres, 3 cr. Reading of a wide variety of genres with emphasis on comprehension. Conducted in Spanish. *Prereq.:* SPAN 213 or 213.

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 212 or 213.

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-312 Advanced Conversation, 3 cr. Mastery of various speaking skills leading toward communicative competence at the Advanced-Low level. *Prereq.:* SPAN 251 or placement exam.

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.

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-327 Business Spanish I, 3 cr. Foundations of business vocabulary, business writing, basic business and cultural concepts, and situational practices to be successful in today's Spanish-speaking business world. The course interweaves three thematic threads: a business context, a geographic context and a cultural context.

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-357 Prose of the Golden Age, 3 cr. Reading and study of the literary prose of the Spanish Golden Age. Emphasis on Don Quixote and the picaresque novel. Conducted in Spanish.

SPAN-364 Chicago's Latin@ Literature and Culture, 3 cr. Contributions of Spanish-American to Chicago and their impact on the city. Conducted in Spanish.

SPAN-367 Business Spanish II, 3 cr. Advanced business vocabulary, business writing, basic business and cultural concepts, and situational practice for success in today's Spanish-speaking business world. Course develops along three primary inter-related thematic threads: A business context, a geographic context and a cultural context. *Prereq.:* Consent of instructor.

SPAN-368 Latina 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.:* Consent of instructor

SPAN-369 Latin America Culture Through Music, 3 cr. This course develops an understanding of Latin American music as a cultural artifact, traces its roots and origins in Europe, Africa and indigenous cultures, and explores its central role in shaping cultural values and identities, both in Latin America and in U.S. cities like Chicago. Taught in Spanish. *Prereq.:* Consent of instructor

SPAN-371 Seminar: José Martí, 3 cr. Critical study of the life and work of Cuban poet, essayist and political philosopher José Martí (1853-1895). *Prereq.:* Consent of instructor.

SPAN-372 Alejo Carpentier, 3 cr. Critical study of selected works by Alejo Carpentier, a leading 20th century Latin American writer and critic. *Prereq.:* Consent of instructor.

SPAN-374 Isabel Allende, 3 cr. Critical study of short stories and novels by Isabel Allende, a popular contemporary Latin American writer whose commercial and critical success rests on the combination of Magical Realism and Feminism. *Prereq.:* Consent of instructor.

SPAN-375 Literature of the Southern Cone, 3 cr. Critical overview of the historical evolution of the literature of Southern South America (Argentina, Chile and Uruguay) from the 19th Century to the 21st Century.

SPAN-377 Caribbean Literature, 3 cr. Critical study of Caribbean literature, with special emphasis on the literature of Puerto Rico, Cuba, and the Dominican Republic in the 20th and 21st centuries. The course explores the Caribbean as a socio-cultural area where the interaction between Indigenous, European, and African cultures over five centuries has created hybrid identities and worldviews.

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-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-431 Latin American Romanticism, 3 cr. Critical study of the origins, evolution and legacy of Romanticism in Latin American literature. Authors include José María Heredia, Gertrudis Gómez de Avellaneda, Ricardo Palma, Jorge Isaacs, José Mármol and Manuel de Jesús Galván and in particular their adaptation of Rousseau's project for a utopian society to a Latin American context. *Prereq.:* Graduate Standing.

SPAN-432 Latin American Modernismo, 3 cr. Critical study of the origins, evolution and legacy of Modernismo, the first autochthonous literary movement to emerge in Latin America. Authors include José Martí, Rubén Darío, Manuel Gutiérrez Nájera and Amado Nervo. *Prereq.:* Graduate Standing.

SPAN-433 José Martí, 3 cr. Critical perspectives on the life and work of Cuban poet, essayist and political philosopher José Martí (1853-1895). *Prereq.:* Graduate Standing.

SPAN-434 Latin American Magical Realism, 3 cr. Critical study of the origins, evolution and legacy of Magical Realism in Latin American Literature. Representative works by Alejo Carpentier, Miguel Ángel Asturias, Gabriel García Márquez, Isabel Allende, Cristina García, and Laura Restrepo. *Prereq.:* Graduate Standing.

COLLEGE OF BUSINESS AND MANAGEMENT

Amy Hietapelto, Ph.D., 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 you 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 Office of Program Advisement, housed in the College of Business and Management, provides professionally staffed, centralized advisement to students who wish to enroll in Business and Management classes. If you're considering Business course work, you are encouraged to contact the Advisement Office for information on declaring a major or minor and to learn about the College's degree programs and procedures. Once you've enrolled as a Business major or minor, the Program Advisors keep records of your progress toward graduation and serve as resources for information about College of Business and Management courses and programs.

The Program Advisors' Office can also supply you with academic flowcharts and program guides that provide additional details about course selection planning for major and minor sequences. The Office is located in Room CBM-159. You may reach an Advisor by telephone at (773) 442-6111 or by e-mail at p-advise@neu.edu.

For more information about College of Business and Management programs and requirements, visit the College's home page on the internet at <http://www.neiu.edu/~bschool>. You may also wish to subscribe to the College's e-mail list service, Mercatus, which faculty and staff members use to post current information about Business courses and programs.

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

intend to take Business and Management classes, we want you to take liberal arts and business preparatory courses in the earlier years of your academic experience so that you're 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 seek a baccalaureate degree in business or want to minor in a business discipline, you'll be expected to apply formally for admission to the College after you've completed the University's General Education requirements plus a set of eight 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 fine arts, humanities, behavioral/social sciences, and natural sciences that provide a well-rounded education for all students. Northeastern Illinois University's General Education requirements are described elsewhere in this catalog, and must be fulfilled prior to declaring a major or minor in business.

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 five are in Arts and Sciences. Please 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.
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 25 cr.

* Foundation Courses that are also part of the Business Core.

Pre-Major Transition Semester

If you are in the second semester of your sophomore year (or its equivalent) and are completing the Foundation Courses, you may take 300-level Business courses during the same semester under the following conditions:

1. You must be able to complete all of the Foundation requirements in that semester.
2. You must be able to complete at least 60 credit hours (45 hours for business minors) of total 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 taken, and a 2.00 cumulative GPA for all course work you've taken at Northeastern.

You may register concurrently for Foundation and 300-level courses for one semester only. If you do not completely fulfill the requirements for admission to the College of Business and Management by the end of that term, you will not be permitted to continue your Business studies until all program admission requirements have been met. Should you drop a required Foundation Course during the Pre-Major Transition semester, you'll also be expected to drop any 300-level business courses for which you've enrolled.

C. Admission to the College of Business and Management:

Declaring a Business Major and/or Minor

To enroll in undergraduate business programs, you must fulfill the University's General Education requirements along with meeting the following additional College of Business and Management admission standards required to declare a major or minor:

1. Complete each of the eight Foundation Courses (listed above) with a grade of "C" or higher, and earn a Foundation Course grade point average of 2.50 or higher (on a 4-point scale).
2. Complete at least 60 total credit hours of course work (45 hours for Business minors), including the Foundation Courses, with a cumulative grade point average of 2.00 or higher.
3. Apply for and be approved for admission to the College of Business and Management. This is equivalent to declaring a business major and/or minor, and allows you to enroll in upper-division business courses.

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.
MNGT 370	WIP: Managing Global Business Organizations	3 cr.
MKTG 350	Principles of Marketing	3 cr.
MNGT 368	Business Statistics	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.

FINA 360, MNGT 370, MKTG 350, and MNGT 368 are considered gateway courses. You should complete these before enrolling for 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. 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 are listed under the departmental headings in this catalog.

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 taken 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 published course prerequisites, which are strictly enforced. The minimum acceptable grade for a course is “C.” Grades of “D,” “F,” “P,” or “I” do not constitute successful completion of a course.

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 *NEUport*. 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 will generally accept courses transferred from other accredited colleges and universities. The maximum number of transfer credits that may be applied toward a College of Business and Management major program is 24 (8 courses), and the maximum number of transfer credits that may be applied to a College of Business and Management minor is 9 (3 courses). All transfer students who major in the College of Business and Management must take a minimum of 10 Business and Management courses at Northeastern.

If you are a transfer student, contact the College of Business and Management Program Advisors to apply for admission to the College and to have your transfer credits evaluated for acceptance by the College. You may be asked to provide syllabi and catalog descriptions of the courses for which you seek transfer credit. You must also supply the Evaluation of Transfer Credits form provided by Northeastern’s Office of Enrollment Services. Until this review has taken place, you should not assume that transferred courses have fulfilled any College of Business and Management course requirements.

Acceptance of transfer course work by Northeastern’s Office of Enrollment Services does not guarantee that the transferred course(s) will meet College of Business and Management program requirements. In general, however, advanced business courses taken within the previous six years at accredited four-year colleges and universities will be accepted by the College of Business and Management, provided the courses are equivalent to COBM courses.

Introduction to Financial Accounting, Introduction to Managerial Accounting, Business Law I and II, and Legal Environment of Business are lower division courses at Northeastern, and the College will accept credit for those courses from other accredited colleges and universities that you attended before you became a student at Northeastern, provided the courses are equivalent to COBM courses.

A lower division (freshman and sophomore level) course that you transfer to the University is generally not accepted for College of Business and Management upper division credit (however, see Proficiency Examinations section below), even if a comparable course appears to be offered at the upper division level, and even though Northeastern may accept the course as a general elective.

Acceptance of a transferred course should never be interpreted to mean that credit has also been recognized as equivalent to the corresponding College of Business and Management course.

Proficiency Examinations

The College of Business and Management may grant you waiver credit for a transferred lower-division course if you apply for and pass a proficiency examination administered by the Office of Program Advisement. Courses for which the College offers proficiency exams are Principles of Marketing, Principles of Financial Management, Cost Accounting, Intermediate Financial Accounting I and II, Federal Income Tax (Individual), and Auditing.

Proficiency examinations are offered each term through the Office of Program Advisement. To take the proficiency exam, you must first demonstrate that you earned a grade of “C” or higher in a 200 level or higher course for which you are seeking transfer credit. You will receive a PASS or FAIL for your performance on the examination. If you pass, the credit for the transferred course and the grade you earned will be applied as appropriate to your Business major or minor, but will not count toward the University’s requirement that at least 24 hours of course work be taken at the upper division level for graduation. You may take a proficiency exam for a given course one time only, and you must take it before you complete all other requirements for admission to the College of Business and Management. The best strategy is to attempt proficiency examinations as early as possible so that you can plan your academic career accordingly. Contact the Office of Program Advisement to inquire about a proficiency exam and to schedule a testing date.

Enrolling in Multiple Institutions

Once you have been admitted or re-admitted to Northeastern, we will expect you to complete all Business courses (Foundation, Core, Required, and Elective Business courses) at Northeastern, not at another institution. Approval for taking courses elsewhere, and only for an extraordinary circumstance, must be granted in advance by the Chairperson of the appropriate department. A form for this purpose can be obtained from Enrollment Services.

Students-at-Large

If you’re a Northeastern non-business major or business pre-major 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 2.5 or higher. Until you formally declare a business major or minor, you may take no more than 27 hours of business courses. (The Pre-Major Transition Semester requirements discussed earlier still apply.)

At-large students – students (with or without degrees) registered at other institutions who enroll for Northeastern classes

– must secure approval from the program Advisors to register for any business course. In general, the College’s Foundation requirements are waived for students-at-large, but you must meet the specific prerequisites for business courses in which you seek to enroll, and you must supply authorization from your home institution for enrollment in business courses at Northeastern. Specific courses prerequisites are listed in each semester’s Schedule of Classes.

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 any Business degree are those that were published in the Academic Catalog at the time you most recently declared your Business major or minor, except for changes in course prerequisites, which become applicable as they are enacted. If you are absent from the University for one year or more, you revert to undeclared status, must re-apply for admission to the University and the College on your return, and must meet all current declaration and business program requirements.

The decision of the College of Business and Management Dean’s Office shall be final in all matters of college policies, requirements, and course prerequisites.

Class Attendance/Course Withdrawals

In accordance with University policy, you’re expected to attend the first class session of any course in which you are enrolled to confirm your registration for that course. If you stop attending classes, we will expect you to withdraw from

the course through established University procedures. Failure to drop a course that you stop attending for any reason is the same as failing the course.

Pass/Fail Policy

No College of Business and Management course, including Foundation courses, may be taken on a Pass/Fail basis. Courses with "D", "F", "S" and "P" grades, no matter where taken, may not be applied toward any business major or minor program.

Repeat Course Policies

The College calculates your GPA for Foundation courses and for your Major using most recent, **not** the highest grade you earned for a course that you took more than once.

General Education Credit for ECON 215 and 217

You may apply credit earned for Economics 215 and 217 to both the College of Business and Management Core requirements and the University's General Education requirements. The course credit is, however, counted only once toward graduation.

Double Business Major Requirements

Students who wish to complete a double Business major must take a minimum of 30 additional credits beyond the course work required for the first major, consisting of at least 24 credits in the second major discipline plus 6 elective credits in courses offered by the College of Business and Management. Contact the College's Office of Program Advisement for further information.

Duplication of Course Credit Across Majors and Minors

If you choose to major in one area of business (Accounting, Finance, Management, or Marketing) and minor in another, or to major in more than one area, you may not count the same course toward fulfilling requirements in both programs. If the same course is required by more than one program in which you are enrolled, you must select a substitute College of Business and Management course with the approval of the chairperson of the major or minor department.

Aged Courses

The College of Business and Management may evaluate business coursework for currency and may reject courses that are deemed to be dated (generally defined as six or more years old). These courses must be repeated. This applies to continuous and returning students.

Academic Honesty

Cheating, plagiarism, and other acts of academic misconduct as defined in the Student Handbook will be dealt with severely by the College of Business and Management. Violations may result in a grade of "F" and will be reported to the Office of the Dean of Students.

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

All potential graduate students must first be admitted to the Graduate College before they can be considered for admission to the graduate business programs. All application materials are to be sent directly to the Graduate College. Once a potential graduate business student's file is complete, it will be forwarded to the College of Business and Management for admission consideration.

The Admissions Committee of the College of Business and Management makes decisions about the admission of students into graduate business programs leading to the MBA degree and the MSA degree. The Committee evaluates applications on the basis of (a) transcripts of all course work completed at accredited four-year institutions that led to the award of a bachelor's or other earned credits or degrees; (b) performance on the Graduate Management Admission Test (GMAT); (c) a one-page typewritten Statement of Career Goals and Objectives; (d) letters of recommendation; and (e) any other evidence that the committee may need to determine that an applicant is qualified for program admission.

Full Admission

To be considered for full admission to graduate business programs, an applicant must have a minimum GMAT score of 450 and an undergraduate cumulative GPA of 2.75 or higher (on a system where 4.0 is an "A"). In addition to these minimum quantitative requirements, careful attention is paid to the GMAT Verbal and Quantitative scores, as well as the GMAT Analytical Writing score, the Statement of Career Goals and Objectives, and to the letters of recommendation. International students must have a score of 550 (or 213 by computerized testing, or 79 as an internet score) or better on the Test of English as a Foreign Language (TOEFL), must provide an evaluation of transcript materials by Educational Credential Evaluators, Inc., and must satisfy visa requirements.

Note: A GMAT Preparation course is available through NEIU. Call the Graduate Studies in Business Office at 773-442-6107 for details.

Conditional Admission

A limited number of students who do not meet these minimum requirements may be admitted on a conditional basis after

a careful scrutiny of their application materials. Conditional admission is typically offered to students who demonstrate an exceptional characteristic which compensates for academic deficiencies in no more than one admission criteria. 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 limitations, restricted access to course registration opportunities, and to other requirements stipulated at the time conditional admission is offered.

Deficiencies

Students may be advised to enroll in certain undergraduate courses before 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

Requests for transfer credits with supporting documents/transcripts should be submitted to the Graduate College. Upon the recommendation of the Coordinator of the Graduate studies in Business and the approval of the Dean of the College of Business and Management and the Dean of the Graduate College, a student may transfer a maximum of nine semester hours of graduate credit from the degree-granting program of another accredited college or university for use in meeting the requirements of the Phase II curriculum.

Advising

The Coordinator of the Graduate Studies in Business are the graduate advisor 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

Rasoul Rezvanian, Ph.D., Professor of Finance, Chair
Sara Aliabadi, M.S., Assistant Professor of Accounting
Nauzer Balsara, Ph.D., Professor of Finance, M.B.A.
Coordinator

Hong Gee Chen, Ph.D., C.P.A., Assistant Professor of
Accounting

Ring Chen, Ph.D., C.P.A., Associate Professor of
Accounting

Nont Dhiensiri, Ph.D., C.F.A., Assistant Professor of
Finance

Alireza Dorestani, Ph.D., Assistant Professor of
Accounting

Essam Elshafie, Ph.D., Assistant Professor of Accounting,
M.S.A. Coordinator

Charletta Gutierrez, Ph.D., Associate Professor of
Management Information Systems

Thomas Krissek, M.B.A., C.P.A., Assistant Professor of
Accounting

Phillip Neal, J.D., M.S.A., C.P.A., Assistant Professor of
Accounting and Business Law

Emmanuel Nyadroh, Ph.D., Assistant Professor of
Accounting

Narendar Rao, Ph.D., C.F.M., C.M.A., C.B.M.,
Professor of Finance

Roger W. Reinsch, J.D., Professor of Business Law
Stijepko Tokic, J.D., L.L.M., Assistant Professor of
Accounting

Chunwei Xian, Ph.D., Assistant Professor of Accounting
Ai-Ru Yen, Ph.D., Assistant 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 60 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 is-

ues 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.

Accounting

ABF-350 Management Information Systems, 3 cr. This course centers on the use of information systems (especially computer based) to provide information on which business decisions are made. Particular emphasis is placed on the system user's role in project development, implementation and success. **Prereq.:** All Foundation Courses including ACTG-202.;

ACTG-201 Introduction to Financial Accounting, 3 cr. Accounting is a process for measurement of business activity. This course introduces the underlying assumptions of accounting; recording and reporting of transactions, preparation and interpretation of financial statements. **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. **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 used to value products for inventory, needed by management to plan and control operations. Topics include job order and process cost accounting systems, standard costs and variance analysis, flexible budgeting, direct costing and break-even analysis. **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-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 course begins the three-course professional financial accounting sequence. This is a comprehensive study of the theory and practice of public accounting and the pronouncements of the Financial Accounting Standards Board. This course emphasizes theory, working capital and long term assets. *Prereq.:* 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 multi-national and domestic consolidations. *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 accounting methods applicable to the accumulation and analysis of financial data relevant to managerial decision making problems. Topics include cost behavior, budgeting, cost allocation, cost accounting systems and capital budgeting. *Prereq.:* ACTG-400 or equivalent and graduate standing.

ACTG-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. Principles underlying the acquisition, application, and management of technology are considered, including economic justification for buying or replacing technologies. 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.

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-407.

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. Provides a thorough understanding of the accounting models, the language, the meaning, the significance and the limitations of the public corporate financial statements. Means of mastering the tools of financial analysis and tools to identify the significant financial and operating factors for the purpose of reaching informed lending, investment and other decisions.

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. An in-depth coverage of the concepts and techniques underlying the development, use and control of both manual and computerized accounting information systems. Focus is on the understanding and evaluation of accounting information and accounting information systems, and the understanding of the theory and practice of internal control. Particular emphasis will be placed on the cost and benefit of accounting information and the strengths and weaknesses of accounting information systems using current technology. *Prereq.:* ACTG-400 or equivalent and graduate standing.

ACTG 480 Issues in International Accounting and Multi-national 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. A study of governmental regulation of the conduct of business. Topics include sources of authority, the Constitution and Bill of Rights, administrative agencies, litigation and arbitration as means of resolving disputes, anti-trust laws, mergers and acquisitions, securities regulations, employment and labor management regulations, environmental regulations, product liability, consumer protection, torts and ethics.

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.: 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. This course is a study of the effect of the theory of valuation on decision making within the firm. Topics include capital budgeting, leverage, dividend theory, and present value. *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 investments, real estate, insurance, and retirement planning. It will provide the informational and decision-making tools needed for successfully implementing a personal financial plan. *Prereq.: MATH-165 and FINA-360.*

FINA-366 Financial Institutions and Markets, 3 cr. This course provides an integrated view of the concepts and principles of financial flows in the economy. The role of intermediation and interest rates is stressed. *Prereq.: FINA-360.*

FINA-367 Short-term Financial Management, 3 cr. The subject matter of the course includes a detailed study of the short-term assets and liabilities on a corporate balance sheet. It also develops skills useful to a bank loan officer, a credit analyst, a cash manager, or personnel on the corporate treasurer's staff. *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 principles and mechanics of the major speculative financial instruments: commodities, financial futures and options. Particular emphasis is placed on pricing theories and trading strategies. The role of risk transfer as an economic good is discussed. The student is expected to complete a project involving simulated trading. *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 the theoretical aspects of futures markets. Students will be exposed to both technical and fundamental approaches to trading, and to disciplined money management techniques. *Prereq.: 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 builds upon the theory of modern corporate finance covered in Fundamentals of Financial Management (FINA 400). Concepts addressed include: cost of capital and optimal structures; the role of dividends in corporate evaluations; using options and features in hedging financial risk; leasing; mergers and acquisitions, and the basics of international financial management. *Prereq.: FINA 400 or equivalent and graduate standing.*

FINA-462 Investment Strategies, 3 cr. This course focuses on the practical use of the techniques of modern finance in managing pension/endowment funds. Students will be exposed to the foundations of modern portfolio theory and will be required to develop a plan for inventing a significant amount of pension fund assets. *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 banking and finance together with their practical ramifications. Case-studies will be used to reinforce concepts discussed in the textbook. *Prereq.: FINA-400 or equivalent and graduate standing.*

FINA-474 Seminar on Futures and Options Markets, 3 cr. This seminar provides a rigorous treatment of the commodity/financial and options markets. Emphasis is placed on the theory underlying futures/options instruments. However, the course is a practical, problem-solving approach to market-generated challenges, and will concentrate primarily on advanced trading and hedging techniques. *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

- Dorai Sundaram, D.B.A., Associate Professor of Marketing, Chair
 Rasoul Afifi, Ph.D., Associate Professor of Management
 Hamid Akbari, Ph.D., Professor of Management
 Mei-Lung Chen, Ph.D., Associate Professor of Management
 Charles Funk, Ph.D., Assistant Professor of Management
 Amy Hietapelto, Ph.D., Associate Professor of Management, Dean
 Jianfeng Jiang, Ph.D., Assistant Professor of Marketing
 Jian Li, Ph.D., Assistant Professor of Management
 Constantine Loucououlos, Ph.D., Associate Professor of Management
 Anil Pandya, F.I.I.M., Professor of Marketing
 Marie-Élène Roberge, Ph.D., Assistant Professor of Management
 Allen N. Shub, Ph.D., Professor of Management
 Suresh Singh, M.B.A., Assistant Professor
 Qiumei (Jane) Xu, Ph.D., Assistant Professor of Management

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.
Total	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	6 cr.
Management, Marketing, Finance, Accounting	

Total for Option I..... **48 cr.**

Option 2 - General Business Administration

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 and 300-level core courses listed above.

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 their business and management skills for working in an increasingly global world. **This is currently being revised, please speak to an advisor if you are considering this minor.**

The requirements for each are:

**International Business—Marketing/Management Focus
Required Courses..... 12 cr.**

MKTG-358	International Marketing	3 cr.
MNGT-381	International Business and Management...	3 cr.
*Approved Elective		3 cr.
*Approved Elective		3 cr.

Three courses from the following:..... 9 cr.

ACTG-380	International Accounting.....	3 cr.
FINA-371	International Financial Management	3 cr.
ECON-322	International Economics	3 cr.
ANTH-243	Culture and International Business	3 cr.
GES-350	Marketing Geography	3 cr.

Total 21 cr.

**International Business—Accounting/Finance Focus
Required Courses..... 9 cr.**

ACTG-380	International Accounting	3 cr.
FINA-371	International Financial Management	3 cr.
*Approved Elective		3 cr.

Four courses from the following:..... 12 cr.

MKTG-358	International Marketing	3 cr.
MNGT-381	International Business and Management...	3 cr.
ANTH-243	Culture and International Business	3 cr.
*Approved Elective		3 cr.

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. Quantitative methods specifically applied to management, marketing, finance, and accounting problems. Topics covered include basic probability theory, measurement and scaling, descriptive statistics, correlation, estimation, testing hypotheses, confidence intervals for mean, and regression. The use of personal computers as decision making aids will be emphasized. *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-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 Women in Management, 3 cr. This is a course for both male and female students. The course presents and reviews the issues relevant to the emerging role of females in management and organizations. Critical evaluation of the issues are practiced in class discussions. *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 Management of Technological Innovation, 3 cr.

This course provides a foundation for managing innovation and technology in a changing global and competitive environment. It takes an integrative perspective on the management of innovation as a strategic activity, emphasizing discussion and workshops on topics related to the evolution of technology, threats of disruptive technology, networked business models, organizational architecture and innovation, corporate venturing and intrapreneurship, and means for developing technological competencies. *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 examines the roles and management of advertising, sales promotion, public relations, and publicity in the company's promotional mix. Major topics include determining promotional objectives, budgeting, and planning, executing, evaluating and coordinating the promotional effort. *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 Electronic Commerce, 3 cr. This course provides a basic understanding of how business transactions take place over digital networks, mostly the Internet. The topics addressed include the impact of the Internet on the marketing mix, new challenges and opportunities presented by consumer and business buying behaviors on the Internet, designs principles of an effective Marketing web site, e-commerce and security payment systems, important companies in the Internet marketing business, major Web sites, e-commerce resources available to marketers, and models for online retail. The course also examines the role of the Internet in promoting global commerce. *Prereq.:* MKTG 350.

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.: MKTG-402 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
Elliott Lessen, Ph.D., 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 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 certification programs receive entitlement to certification from the Illinois State Board of Education. Occasionally, State requirements for various certifications may change. Consult the departmental advisor regarding certification requirements.

Candidates with degrees may complete an approved teacher certification 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
- Physical Education
- Reading
- Secondary Education
- Special Education

ACCREDITATION AND APPROVAL

In 2003, the National Council for Accreditation of Teacher Education (NCATE) conducted a thorough on-site evaluation of the College of Education and awarded full accreditation to all teacher education programs in the College of Education.

In 2003, the State Teacher Certification Board, after extensive evaluation of all College of Education certification 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 certification programs for teachers, administrators, and school service personnel. These certification programs are:

Early Childhood Education (Birth - Grade 3)

Educational Administration

(Graduate level only)
General Administrative

Elementary (K-9)

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 98%. Additional information on test performance of NEIU program completers is available in the College of Education office.

Reading (K-12)*

(Graduate level only)

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
- Human Resource Development
- Inner City Studies
- Physical Education
- Secondary Education (Major in the Discipline)
- Special Education

In order to graduate, majors not seeking certification must complete all the requirements for their academic programs and be admitted to the College of Education.

UNDERGRADUATE MINORS

The College of Education offers minor programs which supplement other academic programs offered at Northeastern. These minors include the following:

- Educational Foundations
 - Educational Psychology
 - Educational Studies
 - Multicultural Education
- Health, Physical Education, Recreation, and Athletics
 - Health Education
 - Leisure Studies
 - 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 certification.

- Master of Arts in Educational Leadership*
- Master of Arts in Educational Leadership: Higher Education

- Master of Arts in Counseling
 - School Counseling
 - Community 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 Reading*
- Master of Arts in Gifted Education
- Master of Arts in Special Education
 - Early Childhood Special Education
 - Initial Certification-Learning Behavior Specialist I (LBSI)
- Master of Science in Special Education
 - Advanced Certification-Learning Behavior Specialist II (LBS II)
- 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. 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 Certification. Contact the State Certification 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 certification under Illinois House Bill 2207 must seek admission to both the College of Education and to the Teacher Certification 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. Also see the 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. Admission to the College of Education does not guarantee admission to any College of Education Programs.

Declaring an Education Major

In order to declare an education major, students must have passed the Illinois Certification Testing System (ICTS) Test of Basic Skills. Test scores should be submitted to the College of Education along with a completed Declaration of Major form. 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 ICTS Basic Skills Examination.

- Admission to the College of Education should be requested as soon as minimum requirements have been met. To apply for admission, candidates should contact their program advisor to initiate an application file. 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 Certification Area.
2. Passing score on the Illinois Certification Testing System Basic Skills Test ¹
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 letter of recommendation 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

¹Inner City Studies, Human Resource Development, and Community Health majors are not required to take the Basic Skills Test. All others majors are required to have passed the Basic Skills Test before declaring their major.

²Inner 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.

- Maintenance of a University cumulative grade point average of 2.50 (on a 4.0 scale). If this cumulative grade point average drops 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.
- 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 until a grade of "C" or higher is achieved.

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:

- A Semester grade point average of 3.80 or above for the semester being awarded.
- Major must have been declared by the start of the semester being awarded.
- Must be registered into 6 or more credit hours by 10th day of semester being awarded.
- No pass/fail grades in the term being awarded and not more that 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.), may be reinstated after the cumulative G.P.A. has been raised to at least 2.50 (on a 4.0 scale). A written appeal to the College of Education must be submitted. It is the responsibility of the 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.

CLINICAL EXPERIENCES AND STUDENT TEACHING

Programs that prepare students to obtain an Illinois Teaching Certificate 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 program faculty 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 certification 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, pass the United States and Illinois Constitution Examinations and meet all University graduation requirements. (Candidates may also satisfy the constitution requirements by completing an approved political science course. Contact the Political Science department for course information.)

In addition, candidates pursuing teacher certification 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 certification programs.

Illinois Certification Testing System (ICTS)

The State of Illinois requires that candidates seeking early childhood, elementary, high school, special education, school service personnel or administrative certificates must pass a series of examinations.

All candidates must pass the ICTS Basic Skills Test prior to program admission. All candidates must also pass the subject matter examination in the area for which certifica-

tion is sought prior to receiving authorization for any student teaching, practicum, or culminating internship.

Candidates seeking certification in early childhood (type 04), elementary (type 03), highschool (type 09), or a specialist certificate (type 10) must also pass the Assessment of Professional Teaching (APT) examination prior to receiving a certificate. It is recommended that candidates take the APT examination during their student teaching semester.

Registration and Study Guides are available at the ICTS website: www.icts.nesinc.com

THE CHICAGO TEACHERS' CENTER

IMPROVING URBAN EDUCATION THROUGH COLLABORATION

Since its founding in 1978, the College of Education's Chicago Teachers' Center has been an innovator in developing programs to improve urban education in Chicago schools through collaborative partnerships. The Center challenges the educational system to better serve diverse cultural and ethnic populations by creating, documenting, and disseminating model programs for teachers and students.

THE CENTER SITE IS A RICH RESOURCE FOR BUILDING SUCCESSFUL PROGRAMS

Located at River West Plaza, 770 North Halsted, Fourth Floor, the Chicago Teachers' Center makes its wide array of resources available to teachers, university students, and to the general public. The drop-in center houses several thousand curriculum books, teacher-made instructional materials, computers, supplies and equipment. Teachers are invited to share ideas, attend workshops, plan group visits, and consult staff on curriculum and instructional issues. The Conference Center functions as a meeting place for educators from throughout the Chicagoland area. In this facility, educational reform groups, professional associations, and teachers from the school-based programs meet to discuss how schools can be improved.

PROFESSIONAL PROGRAMS IN SCHOOLS

The Center's staff members and university faculty continue an exemplary record of service to Chicago and suburban schools by collaborating closely with Chicago teachers, administrators, parents, businesses, and community agencies. Together, we provide a wide range of professional development and instructional services at school sites, the Center, and the University. The Center offers professional development programs for teachers in such areas as science, reading, math, cooperative learning and the arts; dropout prevention and college bound programs for inner city youth; and workshops that involve parents in their children's education.

OFFICE OF CLINICAL EXPERIENCES AND STUDENT TEACHING

Catherine Wycoff, Director

John C. Sullivan, Assistant 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 Illinois Teaching Certificate.

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
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 five years prior to the start of the semester in which a clinical course is being taken
9. Evidence of a successful LIVESCAN Federal Fingerprint Background Check less than six months prior to the start of the semester in which student teaching is being taken.
10. Successful completion of the Chicago Public School Student Teaching On-Line Application and Registration Packet
11. Departmental approval
12. Evidence of passing the Illinois Certification Testing System test for the appropriate content area prior to student teaching (Consult <http://www.icts.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: Two days 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 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 Teaching Certificate to complete field-based clinical 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 clinical 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 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 or environment when directed. Failure to enroll in an environment, check email, or maintain an active email address in an online environment 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.

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 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, 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 certificate; however, this may not always be possible. All placements are made within the age/grade span covered on the Teaching Certificate one is seeking to earn as follows:

Certificate	Placement
Early Childhood	Birth-Grade 3
Elementary	Grades K-9
Secondary	Grades 6-12 (specific subject)
K-12 Special Certificates	Any grade

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 certificate

Illinois State Law allows those possessing a current Illinois Teaching Certificate to obtain one or more subsequent teaching certificates 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 5/24-5), 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 and maintain them on file for five years. 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 six months prior to the start of the semester in which student teaching is being 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 this 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 one hour 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 clinical 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 clinical 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 Teaching Certificate. Student teachers receiving a grade of "C" or "D" will not be entitled to Illinois Certification 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 clinical 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. When interruption is due to performance issues, placement will occur within a subsequent 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 Teacher Candidate, University supervisor, cooperating teacher, school/site administrator, the CEST Director, or other NEIU faculty or administrators. When this occurs, the candidate will be provided with criteria and conditions for the future placement. Reasons will be provided if a future placement is denied. 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.

Students who self-terminate without discussing the matter with the University Supervisor and without submitting a written notice to the CEST Director may be denied future student teaching or clinical placements.

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, and disruptive to classroom or school.

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 in its entirety 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, or receive an “I” grade (Incomplete). 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.

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.

Students are encouraged to obtain a letter of reference from the University Supervisor and an evaluation form from the University supervisor. These should be included in a portfolio or employment file and provided to future employers. The Placement Office provides an online form that can be printed. University Supervisors or cooperating teachers are under no obligation to complete these items particularly if performance was substandard, or the student will not waive the right to see the items.

Student Teacher Orientation and Professional Growth Days

Student Teacher Orientation and Professional Growth Days are 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 to assure availability 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 Teaching Certificate

Successful completion of one of the teacher preparation programs in the College of Education entitles one to obtain an Illinois Teaching Certificate. 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 Certificate is processed. While NEIU informs the State of those entitled to receive a Certificate, the Certificate 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/certification>).

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. Steps to complete prior to going to the school site are defined. Minimally, 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., Assistant Professor

Mei-Whei Chen, Ph.D., Professor

Kenneth F. Currier, Ph.D., Associate Professor

Nan J. Giblin, Ph.D., Professor

Craig S. Johnston, Ph.D., CRC, Assistant Professor

Sara Schwarzbaum, Ed.D., Professor

Theresa Segura-Herrera, Ph.D., Assistant Professor

The mission of the Department of Counselor Education at Northeastern Illinois University is to provide a quality graduate education curriculum in Community, Family, Rehabilitation and School Counseling to passionate, responsible, effective, self-reflective and diverse students. The program will equip these students to provide exceptional services to enrich the lives and maximize the functioning of individuals, families, and their communities, by providing exemplary professional counseling services in a changing multicultural 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 Community and School counseling programs are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The School counseling program meets the educational requirements for Illinois Type 73 School Counselor Certification. 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 counseling education are set by CORE, which has a working relationship and parallel accreditation standards with CACREP.

Graduates of the Community, 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. Community Counseling
3. Rehabilitation Counseling

Admission Requirements

Applicants to all three sequences must meet the admission requirements of the Graduate Enrollment Services, and will also be required to meet 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 Community 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, which includes three credits of practicum, six credits of internship, and successfully complete 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. 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. (See Admission & Retention Guidelines in The Student Handbook for specifics.) Students may also be reviewed for retention at the request of individual faculty members.

Should a student be 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 Program to the Graduate College for final action.

Prerequisites: Six credit hours of psychology as specified by each sequence

Community: Two psychology courses, including Abnormal Psychology or equivalent

Rehabilitation: Two psychology courses, including Abnormal Psychology or equivalent

School: Current initial or standard Illinois teaching certification

OR

Applicants to school counseling who do not hold a current, valid initial or standard teaching certificate must include in their application packet evidence of

1. taking and passing the Basic Skills Test; and
2. taking and passing a finger print based background check
3. In addition, the non-certified applicant must complete the following courses prior to starting practicum/internship:

EDFN 405 Development of Educational Thought

EDFN 406 Human Development and Learning

EDFN 407 Learning Theories and Educational Practice

SPED 404 Overview of the Field of Special Education

THE CURRICULUM

Required Core Courses, Electives, and Clinical Experiences

Required Core Courses for Each Sequence

The program requires a minimum of 48 credit hours, or 16 courses. A core or common curriculum of 30 credit hours is required of all sequences. The core courses include:

COUN-401 The Counseling Profession in a Pluralistic Society (for School, Community sequences)	3 cr.
or COUN-433 Foundations of Rehabilitation Counseling (for Rehabilitation sequence)	3 cr.
COUN-402 Developmental Counseling	3 cr.
COUN-403 Frameworks for Counseling	3 cr.
COUN-404 Evaluation Techniques	3 cr.
COUN-405 Individual Counseling Skills.....	3 cr.
COUN-406 Group Counseling	3 cr.
COUN-407 Community Counseling (for the Community sequence).....	3 cr.
or COUN-410 Seminar in School Counseling (for the School sequence)	3 cr.
or COUN-434 Medical and Psychological Aspects of Disability (for the Rehabilitation sequence).....	3 cr.
COUN-408 Research Seminar	3 cr.
COUN-409 Career Development	3 cr.
COUN-430 Multicultural Counseling: Worldview and Systems Orientation.....	3 cr.
Total	30 cr.

In addition, the Community sequence requires
 COUN-420 Introduction to Family Counseling 3 cr.
 COUN-427 Diagnostic Systems for Counseling 3 cr.
 One Elective Course..... 3cr.

In addition, the Rehabilitation sequence requires
 COUN-427 Diagnostic Systems for Counseling 3 cr.
 COUN-435 Work and Disability 3 cr.
 COUN-436 Case Management for Rehabilitation Counselors 3 cr.

In addition, the School sequence requires
 Three elective courses 9cr.

Elective Courses

The number of elective courses will vary for each sequence. The elective courses will be selected in consultation with an advisor. Courses most appropriate for that sequence and the student’s career objectives may be selected from the following:

COUN-414	Advanced Career Counseling	3 cr.
COUN-415	Children, Youth and Their 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-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-468	Seminar in Counseling (title varies).....	3 cr.
COUN-490	Thesis Research.....	3 cr.
COUN-499	Clinical Supervision.....	3 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 hours.

WHEN CHOOSING ELECTIVES, STUDENTS MUST BE AWARE THAT THE VARIOUS PRACTICUM AND INTERNSHIP SITES REQUIRE SPECIFIC COURSES AND COMPETENCIES BEFORE THEY WILL ACCEPT STUDENTS.

In some situations, students may need to take courses beyond the 48 minimum credits. It is imperative that each student take responsibility for consulting with both the advisor and the faculty coordinator of clinical experiences long before applying for the clinical courses. Failure to do so could delay completion of the program.

Additional Requirements

1. Clinical Experience - Practicum and Internship 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. Students earn three credits for

Practicum - Group Supervision
(in the appropriate sequence).

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 are strongly encouraged to complete all coursework prior to beginning Internship. Students earn six credit hours for

Internship I
(in the appropriate sequence)

Internship II
(in the appropriate sequence)

2. 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.

3. 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 Graduate College 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. Each student is required to complete an average minimum of six to nine credit hours per academic year to finish the program within the prescribed time frame of six years.

Master of Arts in Family Counseling

Coursework for the 60 credit hours Master of Arts in Family Counseling program fulfills the requirements for state licensing, 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 Graduate Enrollment Services 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.

Admission to the program of the Department of Counselor Education 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, 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, and six credits of internship, and successfully complete 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. 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 (see Admission & Retention Guidelines in the Student Handbook for specifics). Students may also be reviewed for retention at the request of individual faculty members.

Should a student be 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 program to the Graduate College for final action.

Prerequisites

Students in the M.A. in Family Counseling program must have the following prerequisites:

Six credits of psychology, including abnormal psychology or equivalent

THE CURRICULUM

Required Core Courses, Electives, and Clinical Experiences

Required Courses for the M.A. in Family Counseling

The program requires a minimum of sixty credit hours, or twenty courses:

COUN-401	The Counseling Profession in a Pluralistic Society	3 cr.
COUN-402	Developmental Counseling	3 cr.
COUN-403	Frameworks for Counseling	3 cr.
COUN-404	Evaluation Techniques	3 cr.
COUN-405	Individual Counseling Skills.....	3 cr.
COUN-406	Group Counseling	3 cr.
COUN-407	Community Counseling.....	3 cr.
COUN-408	Research Seminar	3 cr.
COUN-409	Career Development	3 cr.
COUN-415	Children, Youth, and their Systems	3 cr.
COUN-420	Introduction to Family Counseling	3 cr.
COUN-421	Advanced Marriage and Family Counseling.....	3 cr.
COUN-427	Diagnostic Systems for Counseling	3 cr.
COUN-430	Multicultural Counseling: Worldview & Systems Orientation	3 cr.
COUN-431	Couple and Family Systems Studies	3 cr.
	TOTAL	45 cr.

Elective Courses

Two elective courses. Elective courses will be selected in consultation with an advisor. Possible elective courses include

COUN-422	Grief Counseling.....	3 cr.
COUN-424	Stress Management	3 cr.
COUN-425	Addictions Counseling	3 cr.
COUN-426	Advanced Counseling for Chemical Dependency.....	3 cr.
COUN-428	Advanced Individual Counseling: Case Conceptualization	3 cr.
COUN-432	Couples Counseling	3 cr.
COUN-433	Foundations of Rehabilitation Counseling..	3 cr.
COUN-434	Medical & Psychosocial Aspects of Disability.....	3 cr.

COUN-435 Work & Disability	
COUN-436 Case Management in Rehabilitation Counseling	3 cr.
COUN-468 Seminar in Counseling: Title Varies.....	3 cr.
COUN-490 Thesis Seminar.....	3 cr.
COUN-499 Clinical Supervision.....	3 cr.
TOTAL	6 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 members. 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 three credits which may be used for elective credit or for additional credit beyond the sixty hours. Electives may be taken from appropriate courses in other departments, with the approval of the student’s advisor.

Additional Requirements

1. Clinical Experience—Practicum and Internship Practicum

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. Students earn three credit hours for:

COUN-445 Practicum	Group Supervision in Couple & Family Counseling
--------------------	---

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:

COUN-465 Internship I	Group Supervision in Couple & Family Counseling
COUN-475 Internship II	Group Supervision in Couple & Family Counseling

2. 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.

3. 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 Graduate College 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. Each student is required to complete an average minimum of six to nine credit hours per academic year to finish the program within the prescribed time frame of six years.

COURSE OFFERINGS

COUN-401 The Counseling Profession in a Pluralistic Society, 3 cr. This course covers three content areas: an overview of the counseling profession, ethical and legal standards, and multicultural counseling. The course offers an orientation to the counseling profession, and ethical, legal, and professional identity issues. Students will study the history of the profession, ethical and legal standards, preparation standards, organizations, functions, and related journals. Students will also be introduced to the tripartite training model for multicultural competency, which includes awareness of cultural assumptions, knowledge of cultural diversity, and skills for cross-cultural counseling. This course is required of all students. *Prereq.: graduate standing.*

COUN-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 Frameworks for 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 Evaluation Techniques, 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 Community Counseling, 3 cr. Presents a theoretical framework focusing on meeting the counseling needs of identified target populations in a programmatic fashion. Prevention, crisis intervention and community based interventions are presented. Specific skills in target population, identification, need assessment, goal formulation, intervention design and program evaluation are developed. Course contributes to both the appraisal and research components of the program and is required of all students. *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. *Prereq:*COUN-402.

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-414 Advanced Career Counseling, 3cr. Advanced Career Counseling provides students with an in-depth laboratory experience in career counseling which will require them to integrate their knowledge of career and counseling

theories, individual counseling skills, evaluation techniques, and skills related to the job search process. Students will be required to formulate, present, and write an in-depth client case study. *Prereq:* COUN-409, consent of instructor.

COUN-415 Children, Youth and their Systems, 3cr. 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:* candidacy, COUN-420 or consent of instructor.

COUN-417 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.

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-430 Multicultural Counseling: Worldview and Systems Orientation, 3 cr. This course will discuss treatment approaches with culturally diverse families. Students learn the impact of worldview and cultural factors on life cycle development, family functioning, dynamics, roles, expecta-

tions, and lifestyle choices, and the relation to presenting problems. Culturally appropriate skills will be included, as well as indigenous healing methods. Finally, students will become aware of their own families' cultural backgrounds.

Prereq: graduate standing.

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-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 I: Group Supervision in Community Counseling, 3 cr. Focuses on group supervision of clinical experiences and diagnostic and planning procedures within the context of legal and ethical guidelines of the Diagnostic and Statistical Manual of Mental Disorders of the American Psychiatric Association. Presentation of a professional disclosure statement and a clinical case study are required. Course contributes to the counseling proficiency component of the program. Required of students in the community sequence and the family 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:* All courses required for the sequence, including COUN-442, and approval of Coordinator of Clinical Experiences.

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 persons with disability. *Prereq:* COUN 446 and approval of Coordinator of Clinical Experiences

COUN-464: Internship I: Community Counseling, 3 cr. First of two supervised internship courses required for the community sequence that focuses on the role of the counselor in a community service program, family guidance clinic, mental health center, hospital, substance abuse treatment program, aging center or court services setting. Supervision provided by a site supervisor and a counselor education staff person. Requires 300 hours of field-related activities, including participation in an on-campus seminar every other week. All courses required for the sequence, including prerequisite COUN-444 and approval of Coordinator of Clinical Experiences.

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.:* All courses required for the specialization, Practicum, and approval of Coordinator of Clinical Experiences.

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-468 Seminar in Counseling, 3 cr. This course provides opportunities for detailed analysis of various topics focusing on current trends and/or issues. The varied interests of the students are considered in relation to the activities and assignments. **Prereq:** *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 audiorecording of individual counseling sessions between the student and client. **Prereq:** *COUN 463 and approval of Coordinator of Clinical Experiences.*

COUN-474 Internship II: Community Counseling, 3 cr. A continuation of COUN 464 which further involves the intern in the implementation of the role of the counselor in a community service program, family guidance clinic, mental health center, hospital, substance abuse treatment program, aging center or court services center. Supervision provided by a site supervisor and a counselor education staff person. Requires 300 hours of field related activities, including participation in an on-campus seminar every other week. **Prereq:** *COUN-464 and approval of Coordinator of Clinical Experiences.*

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-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 Schultz, Ph.D., Associate Professor, Chair
 René Luis Alvarez, Ph.D., Assistant Professor
 Ann Aviles de Bradley, Ph.D., Assistant Professor
 Hua Bai, Ph.D., Assistant Professor
 Anastasia Breliaz, Ph.D., Assistant Professor
 Huseyin Colak, Ph.D., Assistant Professor
 Timothy Duggan, Ed.D., Assistant Professor
 Nicole Holland, Ph.D., Associate 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., Assistant Professor
 Katy Smith, Ph.D., Associate Professor
 Robert T. Starks, M.A., Associate Professor
 Anderson Thompson, Ph.D., 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 Type 09 or

Type 10 teaching certification, 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 their work in 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 an advisor in the Educational Leadership Department.

Education Electives:

(pre-approved by the EDFN coordinator).....4-6 cr.
 Electives will be selected by the student in consultation with an advisor from the Educational Foundations Program.

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 philosophical 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-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-417 Educational Theorist, 3 cr. An in-depth examination of a particular theorist or theoretical view (such as motivational, client-centered, behaviorist, cognitive, new left, Freud, Piaget, Dewey, or Erikson) with applications to classroom situations. Observations of schools or learning situations, modeled after the particular perspective, will probe the implementation of the theorist's ideas at all levels of education. Consideration will be given to the present impact of each theorist and implications for the future. *Prereq.:* graduate standing or consent of instructor.

EDFN-418 Seminar in Development and Learning, 3 cr. An in-depth study of theory and research in educational settings on developmental characteristics related to capacity to learn. Titles include Cognitive Development, Social Development, Moral Development and the School, Development in Cross-cultural Perspective, Developmental Crisis and Maturation, The Adult Learner, and Social and Cultural Determinants of Development. Students will focus on an age range of particular interest. Observations will be used to illustrate theory and research. Emphasis will be placed on the ways knowledge about development enhances instruction. *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.

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.
	<u>Total</u>	<u>30 cr.</u>

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 Educational Leadership / Type 75 Certification 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 adminis-

tration 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-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-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-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-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 founda-

tions 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-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 descendents, 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-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-427 Seminar in Inner City Studies, 3 cr. Advanced analysis of the inner city which allows faculty to develop, with students, courses that reflect the changing dynamic nature of the inner city. May be taken more than once for credit provided titles are varied. *Prereq.:* graduate standing, ICSE-411 and ICSE-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 SECONDARY EDUCATION

Policy On Transfer Of Professional Education Courses Into Teacher Credentialing Programs

Students who are admitted to an undergraduate program in secondary education or to the TCP Program (certification 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 TCP Program. (ex. If a student is admitted in 2011, no coursework prior to 2006 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 Certification Program (TCP) 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 for Subsequent Teaching Certificates

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 current certification.

The Focus Program allows certified teachers to obtain additional subsequent certifications in the area of Secondary English, History, Biology, or Math.

Candidates who complete a full or focused subsequent certification program will be recommended for the certificate by entitlement. For further information, please contact Dr. Brian Schultz at 773-442-5327.

PROGRAM IN SECONDARY EDUCATION

The professional education sequence in secondary education leads to Type 09 or Type 10 entitlement in one of the following 6-12 or K-12 certification programs:

6-12 Secondary:

BIOLOGY
ENGLISH
HEALTH
HISTORY
MATHEMATICS

K-12:

ART
FRENCH
MUSIC
PHYSICAL EDUCATION
SPANISH

Please note that the Secondary or K-12 Education Sequence alone does not constitute a major at Northeastern. Students seeking secondary or K-12 teacher certification declare a major in an academic subject area. The secondary education program qualifies as "an area of study in addition to the major" and fulfills graduation requirements.

Each certification program involves three types of requirements: (a) requirements for an academic major; (b) specific general education requirements; and (c) professional secondary 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 Secondary or K-12 Certificate 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 certified in some academic areas, students are required to make prescribed choices among given electives in the academic major and/or they are required to complete additional courses in their academic area. These prescribed choices and/or additional required courses are specified below for each academic major.

Pre-majors

Student may register for EDFN-305, EDFN-306 and READ-301, although it is recommended that the latter be taken concurrently with SCED-301 or ELED-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 certification. To fulfill requirements for certification, students must select the emphasis in Studio Art. Art majors take ELED-311 instead of SCED-301.

Biology

The Major in Biology for the Bachelor of Science Degree meets the requirements for 6-12 teacher certification with the following stipulations. Students seeking certification to teach biology in secondary schools are required to complete 8 semester hours in botany including 5 semester hours in laboratory work and 8 semester hours in zoology including 5 semester hours in laboratory work. Students seeking certification to teach biology in secondary schools may elect to complete the optional Environmental Emphasis if they complete the above specified requirements in botany, zoology, and laboratory work.

English

The Major in English (Secondary Education) for the Bachelor of Arts Degree meets the requirements for 6-12 teacher certification.

History

The Major in History for the Bachelor of Arts Degree meets the requirements for 6-12 teacher certification with the following stipulations. Students seeking certification to teach

United States History in secondary schools are required to complete 8 semester hours in United States History. Students seeking Secondary Education-History certification 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 certification.

Music

The Major in Music for the Bachelor of Arts Degree including both Emphasis Va: Secondary Education: Vocal Music and Emphasis Vb: Secondary Education: Instrumental Music meet the requirements for K-12 teacher certification. See Music Department, College of Arts and Sciences. Music majors take ELED-311 instead of SCED-301.

Physical Education and Health

Students seeking certification to teach Physical Education in secondary schools should refer to the Department of Health, Physical Education, Recreation and Athletics section of this catalog.

Spanish 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 certification. Spanish and French majors take ELED-311 instead of SCED-301.

ADMISSION AND RETENTION REQUIREMENTS

Consult with advisor for Program Requirements

Level I

Requirements for Program Admission and to SCED-301 Methods of Teaching on the Secondary Level:

- Completed admission to the College of Education (including ICTS Basic Skills Examination)
- Completion of READ-301 or concurrent registration (recommended) in READ-301
- 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 in professional education sequence courses.

Level II

Requirements for admission to SCED-303 and 304 (or MUS-393L/WLC300):

- Concurrent registration in EDFN-307 if not taken in Level I
- Concurrent registration in READ-301 if not taken in Level I
- Cumulative grade point average of 2.5 or better
- Completion of SCED-301 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

Level III

Requirements for admission into SCED-305 Student Teaching:

- Cumulative grade point average of 2.5 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
- Complete Background Check
- Completion of READ-301 in Level I or Level II
- Completion of EDFN-307 with a 'C' or better
- Complete SCED-303 (Methods) (with a 'C' or better), and 304 (Clinical) with a 'B' or better or MUS-393L (Clinical: Music) or WLC-300 (Clinical: Foreign Languages)
- Passing score on ICTS 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 certification
- 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
- Passing score on ICTS Assessment of Professional Teaching Test required for entitlement.
- Overall grade point of 2.75 or better in professional education sequence courses.

Additional Requirements for Certification

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-111C or 107 or 111D 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 Education Program requires all students enrolled in teacher certification programs to complete 100 hours of clinical experience in a recognized elementary or secondary school prior to student teaching. The professional education requirements are as follows:

EDFN-305 Philosophical and Historical Foundations of Public Education	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.	
READ-301 Teaching Reading in Junior and Senior High School	3 cr.
SCED-301 Methods of Teaching on the Secondary Level	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 appropri- ate 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 certification.

GRADUATE PROGRAMS IN SECONDARY ENGLISH/LANGUAGE ARTS

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 certification 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 research- 18 credit hours
- Concentration in Language Arts with courses in curriculum and instruction, reading, linguistics, TESL, English and/or speech- 18 credit hours,
- Certification 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).
- Graduate Record Examination score
- Passing score on the Illinois State Board of Education Basic Skills Test

State teacher examinations:

M.A.T. students are required to pass State of Illinois Basic Skills, Subject Matter Knowledge, and the Assessment of Professional Teaching tests. Study guides and applications are available at www.icts.nesinc.com.

Middle School Endorsement is integrated into the required coursework of the elementary and secondary sequences.

Students who complete the MAT Program will receive Middle School Endorsement.

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 Graduate College 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 3 cr.
(Apply to CEST Office, LWH-4023 six months
in advance)
 - ELED 430Trends and Issues in Assessment..... 3 cr.
 - INMD 410Media Technology for Educators..... 3 cr.
 - READ 402Issues in Reading Instruction..... 3 cr.
 - SCED 421LResearch in the Teaching
of Language Arts..... 3 cr.
2. **Language Arts Concentration 18 cr.**
 - SCED 407A Teaching Multiethnic Literature
in Junior and Senior High Schools
with Clinical Experience 3 cr.
(Apply to CEST Office, LWH-4023 six months
in advance)
 - READ 415Reading and Writing
in the Content Area 3 cr.
 - LING 401 Fundamentals of Modern Linguistics..... 3 cr.
 - TESL 402 Principles of Linguistics for Teachers 3 cr.
 - Electives selected from areas of English Literature,
Creative Writing, Linguistics, TESL
or Speech..... 9 cr.
See your program advisor for recommended
courses.

- 3. Certification Component 9 cr.**
 SPED 404 Survey of the Field of
 Special Education 3 cr.
 SCED 429 Internship in Secondary Education..... .6 cr.
 (Apply to LWH 4023 one year in advance)

4. 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, 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, 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.
 READ 402 Issues in Reading Instruction..... 3 cr.

SCED 421L Research in the Teaching
 of Language Arts..... 3 cr.

2. Language Arts Concentration 18 cr.

- SCED 407B Teaching Multiethnic Literature in Junior
 and Senior High Schools without Clinical
 Experience 3 cr.
 READ 415 Reading and Writing in the
 Content Area 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,
 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, and 21 hours in the academic major. **Recommended:** Concurrent enrollment in EDFN-307 and READ-301.

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:** WLC-300.

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-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 ICTS 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 ICTS 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 ICTS 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 ICTS 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 ICTS 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 ICTS 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 ICTS 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 ICTS 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-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 decade. 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 6 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 participant's particular school and classroom will be emphasized. Participants will also select areas of specific interest for personal study, e.g., teaching mathematics to the exceptional student. **Prereq.:** graduate standing, teaching certificate, or teachers with degrees who have at least one year of teaching experience.

SCED-407A: Teaching Multiethnic Literature in Middle School: Secondary Schools with Clinical Experience, 3 cr. This course is designed for middle school and secondary school pre-service teachers. The course will emphasize curricular design, teaching techniques, and the assessment of instructional resources for embedding multicultural literature in the English/Language Arts curriculum. Students will complete a minimum of 50-clock hours of field experiences at a junior high/senior high school. Offered Fall semester only. **Prereq.:** Acceptance into the M.A.T.: Language Arts-Secondary Program, EDFN- 405 and 406 or equivalent. Apply to CEST Office for placement at least six months in advance.

SCED-407B Teaching Multi-Ethnic Literature in Middle School-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 except ELED-430; apply to the Clinical Experiences and Student Teaching Office at least one year in advance. Passing score on ICTS Content Area Examination.

INSTRUCTIONAL MEDIA

INMD 410-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, formats, satellite learning, and on-line databases. Multimedia educational software will be integrated into computer instruction in multicultural/multiethnic learning presentations. Electronic data management, classroom applications, and integrated learning systems will be utilized in educational settings. **Prereq:** Graduate standing.

EDUCATIONAL LEADERSHIP AND DEVELOPMENT

Howard J. Bultinck, Ph.D., Associate Professor, Chair
 John Beckwith, Ph.D. Professor
 Suzanne Benson, Ph.D., Associate Professor
 Steven Brown, Ph.D., Professor
 Lynn Bush, Ph.D., Associate Professor
 Gabriel Cortez, Ph.D., Assistant Professor
 Diane Ehrlich, Ph.D. Professor
 Janet P. Fredericks, Ph.D., Professor
 Ana Gil Garcia, Ph.D., Professor
 Terry Stirling, Ph.D., Professor
 Daniela Truty, Ed.D., Associate 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. Courses/Programs in Educational Administration are offered at the NEIU Campus, at Northeastern's

El Centro location (3119 N. Pulaski Road, Chicago, Illinois 60641), the University Center, in Lake County, the Center for Inner City Studies, and at a variety of locations throughout the metropolitan area.

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; 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 concentration are to develop competencies related to effective leadership, educational management practices, and staff development at the school level. This concentration leads to a Type 75 Administrative Certificate.

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:

1. A bachelor's or master's degree from an accredited Institution of higher education. For those with a bachelor's degree only, a grade point average of 2.75 (on a 4.0 scale) for all undergraduate work is required. Students with a lower grade point average may be accepted conditionally.
2. Admission to the School Leadership concentration requires two years of verified full-time teaching experience in schools recognized by the Illinois State Board of Education (two years of verified full-time experience for school service personnel in their respective fields may be substituted for teaching experience). Admission to the concentration in Higher Education Leadership does not require teaching experience.

3. For applicants pursuing their first masters degree, completion of the General Test portion of the Graduate Record Examination (GRE). This requirement is waived for applicants who have already earned a masters degree.

Program Requirements:

1. Selection of a concentration in School Leadership or Higher Education Leadership.
2. Completion of 36 credit hours according to prescribed sequences.
3. Successful completion of the Departmental Comprehensive Examinations

Required Courses:

School Leadership Concentration (36 cr. hrs.)

Sequence I (courses may be taken in any order)

These courses may be taken by Students-At-Large while the student is applying to the Graduate College for admission to the program.

LEAD-421 Foundations of Educational Leadership and Organizational Studies.....3 cr.

LEAD-424 School Supervision 3 cr.
Complete the Illinois Test of Basic Skills. This is a requirement for admission to the program.

Apply to the Graduate College for official admission to the program.

Sequence II (courses may be taken in any order)

LEAD-429 Research in Educational Leadership..... 3 cr.
LEAD-436 The Administration of School Personnel.... 3 cr.

Note: For applicants with a previous Master's degree, LEAD 429 may be waived (replaced with an elective) if you have taken a research course in your previous Master's degree coursework and received a grade of B or better. The course must also meet the Graduate College requirements. After you have been admitted to the program, make an appointment with the Coordinator in order to discuss your options.

An Elective course..... 3 cr.
Departmentally approved Elective courses are as follows:

EDFN-416 Cultural Pluralism and the Schools

LEAD-413 Human Relations and Leadership

LEAD-428 Seminar in Educational Administration

LEAD-438 Collective Negotiations

LEAD-470 Use of the Microcomputer

for School Administrators and Supervisors

SPED-470 Administration and Supervision
in Special 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. An application is required for the Comprehensive Examination. Contact the Coordinator of Student Services at (773) 442-5528 for more detailed information.

LEAD-434 Administrative Practicum I..... 3 cr.
 Note: An application is required for the Practicum. Contact the Coordinator of Student Services at (773) 442-5528 for more detailed information.

Sequence III (Courses may be taken in any order)

Admission to the program is a requirement for taking courses in Sequences III and IV.

- LEAD-401 Curriculum and Instruction..... 3 cr.
- LEAD-422 Elementary & Secondary School Administration and Supervision: The Principal 3 cr.
- LEAD-431 School Community Relations..... 3 cr.
- LEAD-432 School Finance 3 cr.
- LEAD-433 School Law 3 cr.

Sequence IV

LEAD-435 Administrative Practicum II 3 cr.
 Note: An application is required for the Practicum. Contact the Coordinator of Student Services at (773) 442-5528 for more detailed information.

Successfully complete Part II of the Comprehensive Examination

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.

Certification Program

For those candidates who already possess a master’s degree and are interested in certification only, programs are provided for entitlement General Administration Type 75.

Type 75 - General Administration Certificate

Same as the School Leadership Program, except the elective is not required.

COURSE OFFERINGS

LEAD-401 Curriculum Development and Learning Theories, 3 cr. An analysis of the basic determinants of curriculum. Emphasis on significance of psychological theories and development, learning and motivation for curricular development including impact of sociological, cultural, and ethnic factors. Special education programs are included. Methods are outlined for evaluating the effectiveness of curricula and programs.

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 Foundations of Educational Leadership and Organizational Studies, 3 cr. This course is designed to introduce the student to the field of educational leadership. The purpose of the course is to assist educational leadership professionals to understand the philosophical, historical, and organizational underpinnings of educational leadership. It provides students with a theoretical base on which to develop sound practical applications in the educational leadership tasks of communicating, planning, implementing and evaluating strategies designed to develop effective learning communities. Further, it prepares the student to understand and choose the most effective leadership, motivational and decision-making strategies for the educational environment in which the student participates.

LEAD-422 Elementary and Secondary School Administration and Supervision, 3 cr. An examination of the elementary and secondary school with emphasis upon the role of the principal and his/her relationship with personnel; administrative behavior analyzed in terms of tasks and processes. School climate and quality learning environment and academic excellence, staff development, curriculum development, finance, action research; opportunity to solve problems with simulated materials which include an emphasis on program and personnel evaluation. Social and cultural factors and special education programs will be analyzed.

LEAD-424 School Supervision, 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 in Educational Leadership, 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 Community Relations, 3 cr. An analysis of the role of educational policy in relation to the modern community, community power structure, needs and resources, social and political characteristics, and the principles of cooperative planning and community relations in the context of social and technological change. Focus on community assessment materials; multicultural and multiethnic needs and understanding; needs of exceptional students; interagency cooperation; funding and evaluation. Students are provided opportunities to develop materials for use in their institutions.

LEAD-432 School Finance, 3 cr. The theoretical background and legal basis of public school finance and the application of those theories to various school finance models. Topics include: budget analysis, state aid mechanism, accounting processes, facility management and maintenance, transportation, contracts, liabilities and food service management.

LEAD-433 School Law, 3 cr. Includes an analysis of selected general legal principles, cases, statute law and law-making agencies affecting educational organizations and systems. Key content areas include the legal system; role of federal and state governments; the legislative process; school governance, policies and rules and regulations; church and state; civil rights; student and parent rights and responsibilities; collective negotiations, torts and contracts. Content is designed for the practical application of school law.

LEAD-434 Practicum in Instructional Leadership and School Management I, 3 cr. The major purpose of the practicum is to provide the student with a supervised experience in the functions and duties associated with instructional leadership and school management. Each student will participate in administrative activities related to instructional leadership one term and school management the other term. Examples of tasks include staff and curriculum development, pupil personnel services, establishing and maintaining effective learning environments, implementation of policy, business and facilities' management, and community relations.

LEAD-435 Practicum in Instructional Leadership and School Management II, 3 cr. (See LEAD-434 for description.)

LEAD-436 Administration of School Personnel, 3 cr. Provides a general understanding of the personnel functions in educational settings. Decision-making and problem-solving will be emphasized. The functions of planning, recruitment, placement, staff development, motivation and compensation, performance appraisal, negotiations and dismissal are included.

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.

Total 36 cr.

*Requires admission to COE

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 students' ability to: 1) assess the nature of performance problems; 2) apply needs and task/content analysis techniques; 3) assess the relevant characteristics of learners/trainees; 4) design training/education/development programs; 5) determine the effectiveness of training/education/development programs; 6) communicate

and interact effectively with groups and individuals, 7) 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:

For students admitted to Master’s Programs for the Fall 1997 semester and thereafter, all graduate credits will be at the 400 level.

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 policy board and the desire of the student to select the thesis option. Students doing a thesis will complete HRD-420 Thesis Seminar, for 3 credit hours.

COURSE OFFERINGS

HRD-202 Career and Life Planning I, 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, 3cr. 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.

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 metacognition. 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 for 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 HRD-400, 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 ap-

propriate 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

Moira E. Stuart, Ph.D., Associate Professor, 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
Thomas Parry, Ph.D., Assistant Professor
William Quinn, Ed.D., 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 gymnasiums, a suspended jogging track, a climbing wall, six racquetball courts, a 60 x 120 foot swimming pool, a fitness center, two 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, leisure, recreation, 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 the many areas of the discipline; and 4) a basis and desire for continued professional growth following graduation.

The Department of Health, Physical Education, Recreation, and Athletics offers the Bachelor of Arts and Master of Science degrees.

Undergraduate majors: Physical Education
K-12 Certification
Health and Wellness
Community Health
and Wellness Track
Secondary Health
Education Track

Undergraduate minors: Health Education
Recreation Management
Physical Education

Graduate major: Exercise Science
Fitness and Wellness
Concentration
Human Performance
Concentration

All undergraduates, with their advisor's consent, may choose major courses in physical education as electives credited toward graduation. (HLED, RECR, PEMA, PEMT prefixes)

Adaptive programs are outlined (with physician's approval) for students with special medical needs.

UNDERGRADUATE PROGRAMS

Students considering a major in Physical Education or Health and Wellness, or a minor in Health Education, Recreation Management, or Physical Education must make an appointment with the program advisor. 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.

NOTE: Prior to declaring the Physical Education and Secondary Health majors in the Department of HPERA, students must have passed the Illinois Test of Basic Skills (ITBS) and provide evidence of this to the program advisor.

Students in all majors will be required to take a Writing Intensive course in the major.

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 or register for the courses that immediately precede student teaching:

1. a 2.75 (on a 4.0 scale) grade point average in all major courses;
2. removal of all incomplete grades in courses offered by the department;
3. satisfactory completion of all required courses in both professional preparation and major core coursework

Additionally, students in teacher preparation programs will not be allowed to move into their student teaching if they have not passed the ICTS Content Area Examination in their major.

NOTE: For all undergraduate programs, students are allowed no more than one grade of below “C” in any given major course. Earning more than one grade below “C” in a major course will be considered as constituting a basis for denying retention in the undergraduate program.

Major in Physical Education K-12 Certification for the Bachelor of Arts Degree

Physical Education majors, upon successful completion of the program and graduation from Northeastern Illinois University, are entitled to Illinois State Teacher Certification, Type 10, grades K-12. The program includes the 32 credit hour Education Professional Program (includes PEMT-201) and 50 credit hour Physical Education Major. Students are encouraged to complete one of the minor program in Health Education.

Unique to the Physical Education Major is the Block Program which is 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 80 clinical hours, and six weeks in a high school for a minimum of 80 clinical hours. In addition, the student will spend at least 100 hours at one of the schools coaching an interscholastic sport. 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: (82 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.
ELED-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 in the Secondary School.....	2 cr.
READ-301	Teaching Reading in Junior and Senior High School.....	3 cr.
PEMA-341	Fundamentals of PE for the Elementary School.....	3 cr.
	Total	32 cr.

Physical Education

PEMA-151	Fundamentals of Rhythms.....	3 cr.
PEMA-200*	Lifeguarding.....	2 cr.
PEMA-203	Weight Training.....	2 cr.
PEMA-231	Individual and Dual Sports.....	3 cr.
PEMA-276	Team Sports.....	3 cr.
PEMT-202	Tests and Measurements in PE.....	3 cr.
PEMT-203Y	Lifelong Sports and Activities.....	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.

Fall Block (Clinical Experience)

PEMA-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	50 cr.

*PEMA-381: Water Safety Instructor is strongly recommended upon completion of PEMA-200.

**PEMT-305: Functional Human Anatomy is a prerequisite for these courses.

Major in Health and Wellness for the Bachelor of Arts Degree

Health and Wellness majors choose from two tracks: Secondary Health Education and 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 Illinois State Teacher Certification 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 certification track.

Students in both the Secondary Health Education track and the Community Health and Wellness track complete the Health and Wellness core courses. In addition, Secondary Health Education students complete the Secondary Health Education Professional Preparation courses, the Fall Clinical Experience courses, and Spring Student Teaching. Community Health and Wellness students complete the Community Health and Wellness Professional Preparation Courses and the Internship.

The Community Health and Wellness internship is comprised of a semester-long fieldwork experience with weekly assignments. The field experience consists of a minimum of 100 clock hours of work (typically unpaid) in a community health and wellness agency during the major’s final spring semester. **Community Health and Wellness majors must**

be admitted to the College of Education in order to start the internship fieldwork component. Moreover, it is highly recommended that Community Health and Wellness majors gain admission to the College of Education prior to applying for the spring internship – this application process occurs early in the fall semester that precedes the spring semester internship.

REQUIRED COURSES:

Health and Wellness Core (Required for Both Tracks)

HLED-212	Consumer Health	3 cr.
HLED-303	Sex Education	3 cr.
HLED-307	Human Diseases	3 cr.
HLED-308	Prin. of Individual Health Practices	3 cr.
HLED-309	Nutrition and Health	3 cr.
HLED-312	Current Health Concepts	3 cr.
HLED-345	Drug Education	3 cr.
PEMT-342A	Aging, Death, and Dying	3 cr.
PSYC-110	Life Span Development.....	3 cr.
	Core Total	27 cr.

Track One: Secondary Health Education

Professional Preparation:

EDFN-305	Phil./Hist. Found. of Public Ed.	3 cr.
EDFN-306	Educ. and Individual Differences	3 cr.
EDFN-307	Psyc. of Instruction and Learning	3 cr.
HLED-313	Assessment/Eval. in Health Educ.	3 cr.
PEMT-372	Adv. Educ. Curriculum Design	3 cr.
READ-301	Teaching Reading in Jr./Sr. HS.....	3 cr.
SCED-301	Meth. of Teaching Sec. Level.....	3 cr.
SPED	(course to be approved by department)	3 cr.

Fall Clinical Experience:

HLED-304	Org./Admin. School Health Prog.....	3 cr.
HLED-305	Health Educ. in Sec. School	3 cr.
PEMT-2037	Field Exp.: School Health Educ.....	3 cr.

Spring Student Teaching:

SCED-305K	Stud. Teaching in Health Educ.	9 cr.
	Track Total	41 cr.

Core + Track Total 68 cr.

Track Two: Community Health and Wellness

Professional Preparation:

EDFN-306	Educ. and Individual Differences	3 cr.
HLED-103	Community Health	3 cr.
HLED-107	Health for Effective Living	2 cr.
HLED-304	Org./Admin. School Health Prog.....	3 cr.
HLED-305	Health Educ. in Sec. School	3 cr.
HLED-313	Assessment/Eval. in Health Educ.	3 cr.
HLED-314	Princ. Epidemiology in Hlth. Educ.....	3 cr.

Internship:

PEMT-203Z	Field Exp.: Comm. Health/Wellness.....	3 cr.
	Track Total	22 cr.

Core + Track Total 49 cr.

UNDERGRADUATE MINORS

Minor in Health Education (24 cr. hrs.)

Required Health Education Component—one course from each of the following areas to total 10-14 credit hours:

Theories Concepts of Health

HLED-312	Current Health Concepts	3 cr.
----------	-------------------------------	-------

Programs in School Health

HLED-304	Organization and Administration of the School Health Program.....	3 cr.
----------	--	-------

Programs in Community Health

HLED-103	Community Health	3 cr.
----------	------------------------	-------

Curriculum Development and Evaluation in Health Education - Choose One

HLED-305	Health Education in the Secondary School.....	2 cr.
----------	--	-------

Health Education Content Component—one course from each of the following areas to total 10-14 credit hours:

Required: One course from each of the following areas:

Human Sexuality or Sex Education - choose one

HLED-303	Sex Education	3 cr.
----------	---------------------	-------

Drug/Chemical Use and Abuse

HLED-345	Pro-Seminar: Drug Education	3 cr.
----------	-----------------------------------	-------

Elective: One course from at least two of the following areas to equal 7-9 hours:

Mental/Emotional Health

PEMT-220	Introduction to Adventure Education	3 cr.
PSYC-100	Survey of Psychology	3 cr.
PEMT-342A	Pro-Seminar: Aging, Dying and Death	3 cr.

Environmental Health

BIOL-104	The Changing Natural Environment	3 cr.
GES-307	Environmental Education Seminar.....	3 cr.

Disease Prevention and Control

HLED-307	Human Diseases	3 cr.
----------	----------------------	-------

Nutrition and Dietary Patterns

HLED-309	Nutrition and Health	3 cr.
----------	----------------------------	-------

Consumer Health Sources and Resources

HLED-212	Consumer Health	3 cr.
PEMT-342D	Pro-Seminar:Health Law	3 cr.

Safety and Injury Control

HLED-101	Cardiopulmonary Resuscitaion and First Aid	1 cr.
HLED-111	Cardiopulmonary Resuscitation.....	1 cr.
HLED-202	Safety Education	3 cr.
HLED-206	Standard First Aid Instructor.....	2 cr.
HLED-342Q	Legal Implications in Physical Education.....	4 cr.

Personal Health Practices

HLED-107	Health for Effective Living	2 cr.
HLED-308	Principles of Individual Health Practices	3 cr.
PEMT-342B	Pro-Seminar: Women and Health Care	2 cr.

NOTE: The coursework leading to the Health Education Minor meets the State of Illinois requirements for the middle/secondary school Health Education teaching endorsement when the Health Content Test is also passed.

Minor in Recreation Management (18 cr. hrs.)

Required Courses:

RECR-201	Principles and Practices of Recreation and Leisure	3 cr.
RECR-202	Camping and Outdoor Recreation	3 cr.
RECR-204	Leisure, Culture, and Society	3 cr.
RECR-302	Leisure Economics	3 cr.
RECR-304	Organization and Administration of Leisure Programs	3 cr.
PEMT-303	Adapted Physical Education and Recreation	3 cr.

Minor in Physical Education (30-31 cr. hrs.)

Required Courses:

PEMA-151	Fundamentals of Rhythms	3 cr.
PEMA-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.
	<u>Total</u>	22 cr.

One of the following:

HLED-107	Health for Effective Living	2 cr.
PEMA-203	Weight Training	2 cr.
PEMT-205	Nutrition, Wt. Control & Exercise	3 cr.
PEMT-342K	Scientific Principles of Ath. Cond.	3 cr.
PEMT-361	Aerobics/Cardiovascular Fitness	2 cr.
	<u>Total</u>	2-3 cr.

One of the following:

PEMA-231	Individual and Dual Sports	3 cr.
PEMT-203Y	Lifelong Sports and Activities	3 cr.
	<u>Total</u>	3 cr.

One of the following:

PEMT-302*	Kinesiology	3 cr.
PEMT-306*	Physiology of Exercise	3 cr.
	<u>Total</u>	3 cr.

*PEMT-305: Functional Human Anatomy is a prerequisite for these courses.

NOTE: The coursework leading to the Physical Education Minor meets the State of Illinois requirements for the secondary school Physical Education teaching endorsement. 32 hours must be completed to obtain the endorsement.

GRADUATE PROGRAM

Master of Science in Exercise Science

Program Coordinator: C. Murray Ardies, Ph.D.

The mission of the Exercise Science Graduate Program is to promote fitness, wellness, and optimal human performance through teaching, research, and service in the exercise sciences. 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. A GRE general test score must be on record at the Graduate College of NEIU
4. Two letters of recommendation
5. Please see: <http://www.applyweb.com/public/account?/neu> 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

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
 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 of 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-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/windchill, 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, EXSC-402, 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 prepubescence 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.

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-105 Preparation for Marriage, 2 cr. Analysis of factors in emotional, biological, social, and spiritual maturity as they relate to the individual, marriage, and the family.

HLED-107 Health for Effective Living, 2 cr. Consideration of concepts related to the physical, mental, and social dimensions underlying personal health. Emphasis upon motivation for intelligent self-direction of health behavior based upon current scientific facts.

HLED-111 Cardiopulmonary Resuscitation, 1 cr. The course will provide the student with the necessary physical skills, as well as pertinent background information of how, when, and under what circumstances to perform cardiopulmonary resuscitation (CPR). Students who successfully complete this course receive American Health Association Certification.

HLED-202 Safety Education, 3 cr. Safety education in elementary and secondary schools. Sources of materials; coordination with agencies furthering safety within and outside the schools; practical application of safety education.

HLED-206 Standard First Aid Instructor, 2 cr. American Red Cross advanced course in first aid and opportunity for authorization as an instructor. *Prereq.:* HLED-101 or consent of instructor.

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-301 Health Education in the Elementary School, 2 cr. Preparation for teachers of health education in the elementary grades. Emphasis on curriculum, methods, organization, and presentation of materials.

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.

HLED-305 Health Education in the Secondary School, 2 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.

HLED-306 Seminar in Trends and Issues in Sex Education, 3 cr. A critical analysis of current trends and basic issues of sex education with emphasis on selected independent study. *Prereq.:* HLED-303

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.

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.:* consent of instructor.

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.

HLED-310 Advanced First Aid and Emergency Care, 4 cr. Designed to develop the functional first aid capabilities required of policemen, firemen, emergency squad members, ambulance attendants, and others, who as a part of their daily routine may be required to provide the initial emergency care necessary to sustain life until the victim of an accident or sudden illness is cared for by qualified medical personnel.

HLED-311 Advanced First Aid Instructor, 1 cr. Preparation for teaching the American Red Cross Advanced First Aid and Emergency Care course in the schools or community. Appropriate for all students desiring to serve in the community. Students must be at least 21 years of age at the beginning of the course to earn an American Red Cross Advanced First Aid and Emergency Care Instructor's Certificate. *Prereq.:* consent of instructor.

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 Assessment and Evaluation in Health Education, 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.

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-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.

Physical Education Major Activity

PEMA-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.

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-181 Advanced Swimming Techniques, 1 cr. Instruction in the basic strokes and in elementary diving front and back, safety skills in and near the water, and activities to increase endurance and respond appropriately should injury occur. *Prereq.:* PESV-105 or consent of instructor.

PEMA-200 Lifeguarding, 2 cr. Lifeguarding is the application of specific skills, knowledge, and techniques to prevent or handle aquatic accidents. The purpose of this course is to teach necessary competencies so an individual exercises every caution to avoid any action or lack of action which can contribute to injury. *Prereq.:* Intermediate Swimming level or Advanced Swimming level.

PEMA-201 Racquetball, 2 cr. Introduction to basic and advanced skills: serves, kill shots, passing shots, ceiling shots; use of back wall and corners; offensive and defensive strategies; singles, doubles, cutthroat play; tournaments.

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-271 Track and Field, 1 cr. Theory and practice: terminology and fundamental skills of track and field events and cross-country, techniques of physical conditioning; safety measures.

PEMA-272 Intermediate Volleyball, 2 cr. Review of basic fundamentals, introduction of intermediate skills and progressions, officiating and tournaments, offensive and defensive strategies. *Prereq.:* PEMA-173 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-280 Basic Skin Diving, 1 cr. Introduction of the swimmer to underwater activity through the use of fins, mask, and snorkel. *Prereq.:* PESV-105 or consent of instructor.

PEMA-283 Water Aerobics 2 cr. Swimming is one of the best physical activities for people of all ages. Vigorous water activities can make a major contribution to the flexibility, strength, and circulatory endurance of individuals.

PEMA-288 Flatwater Canoeing, 2 cr. Flatwater canoeing is a skill acquisition and teaching methodology course which covers flatwater canoeing technique, safety, and technical knowledge. *Prereq.:* PESV-104 or consent of instructor.

PEMA-290 Kayaking and Decked Boat Paddling, 2 cr. Decked boat paddling is a skill acquisition and teaching methodology course which utilized kayaks and decked boats. *Prereq.:* PESV-105 or consent of instructor.

PEMA-301 Projects in Physical Education, 2 cr. Organization and administration of special physical education projects; athletic days, tournaments, fun-nites, supervisory duties and responsibilities. *Prereq.:* consent of instructor.

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-333 Yoga II, 3 cr. This course will emphasize advanced yoga philosophy and practices. In addition, advanced breathing techniques, relaxation poses, concentration and task performance functions of mind, physical health and stress management will be emphasized.

PEMA-341 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.

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. 150. *Prereq.:* consent of instructor.

PEMA-350 Judo and Self-Defense: Advanced, 1 cr. Advanced judo and self-defense techniques, their combinations, counters, defenses, and escapes. Learning various stages of the nage-no-kata, and the katame-no-kats. *Prereq.:* PEMA-250 or consent of instructor.

PEMA-381 Water Safety Instructor, 2 cr. Work leading to certification by the American Red Cross as a Water Safety Instructor; review of life saving, swimming strokes, diving and stunts; emphasis on practical teaching experiences. *Prereq.:* Lifeguard Certification.

PEMA-382 Scuba, 2 cr. Development of knowledge, skills and attitudes necessary to participate safely in water activities using self-contained underwater breathing apparatus. *Prereq.:* PESV-106 or consent of instructor.

Physical Education Major Theory

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-205 Nutrition, Weight Control and Exercise, 3 cr. Principles of exercise and nutrition as they apply to fitness and weight control. Special emphasis is directed toward the management of these variables in influencing body composition, lean body weight, growth, and physical performance. A class experiment will help show the effects of behavior modification on weight control. Additional topics will include the effects of aging, sexual differences, and various physical activities on body composition and fitness.

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-321 Intramurals— High School, 3 cr. Administration, theory, practice, aims, objectives, and methods of intramural programs: students participate in setting up and conducting intramural events; includes 80 hours of clinical experience; covers H.B. 150.

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-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-352 Independent Study in Physical Education, 2 cr. (See PEMT-351 for description.)

PEMT-353 Independent Study in Physical Education, 3 cr. (See PEMT 351 for description.)

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.

PEMT-373 Outdoor Leadership Skills in Adventure Education, 3 cr. Leadership skills focuses upon theories, techniques, and styles necessary for successful outdoor adventure leaders and the development of those skills on an individual basis.

Physical Education Service

PESV-104 Beginning Swimming, 1 cr. For non swimmers or beginners; development of skills in elementary strokes, diving and safety.

PESV-105 Intermediate Swimming, 1 cr. Review of elementary strokes; development of skills in advanced strokes, diving and safety. *Prereq.: PESV-104 or consent of instructor.*

PESV-127 Latin-American Dance, 1 cr. Latin- American dance skills; choreographic development of dance routines; historical and cultural aspects of Latin-American social dances.

Recreation Management

RECR-201 Principles and Practices of Recreation and Leisure, 3 cr. Development of the recreation movement relative to leisure time. Emphasis on the principles and practices relative to a recreation and leisure program.

RECR-202 Camping and Outdoor Recreation, 3 cr. Present status, purposes, and organization administration of outdoor recreation programs for public, voluntary, and commercial agencies. Organization and administration of camps; program planning and staffing; health and safety.

RECR-204 Leisure, Culture, and Society, 3 cr. The relationship of social structure to leisure; the impact of leisure on values; recreation as a social and socializing leisure activity. Comparative studies of leisure, leisure values, and leisure activities in different culture and sub-cultures.

RECR-302 Leisure Economics, 3 cr. Leisure phenomena and the work ethic; the impact of leisure on the economy; the economic significance of discretionary time, discretionary income, and discretionary values.

RECR-304 Organization and Administration of Leisure Programs, 3 cr. An examination of the organization and administration of recreation and leisure programs in public and private agencies. Included will be an emphasis on personnel, programs, evaluation, finance, and liability.

READING

- Joyce H. Jennings, Ed.D., Professor, Chair
- Louise Bohr, Ph.D., Professor
- Christina Madda, Ph.D., Assistant Professor
- Janalyn Meehan Rogus, Ph.D., Associate Professor
- April Nauman, Ph.D., Associate Professor
- Janet L. Pariza, Ed.D., Associate Professor
- JoAnne Vazzano, Ph.D., Associate Professor

MASTER OF ARTS in READING

The Department of Reading offers a Master of Arts Degree in Reading, leading to Type 10 Reading Specialist Certification. The Master of Arts in Reading Program is designed to meet the urgent need for informed and trained specialists at both the elementary and secondary school levels. The specific objectives of the program are: to increase the students' knowledge of the nature and scope of the reading process; to advance professional training in the teaching of reading; to provide special training in diagnosis and remediation of reading difficulties; and to prepare students for leadership in planning, administering and supervising both developmental and remedial reading programs.

Requirements for Admission to the Program:

For students admitted to Master's Programs after Fall 1997, all graduate credits will be at the 400 level.

Students must meet the requirements for admission to the Graduate College.

Additional Requirements for Admission to the Master of Arts in Reading Program

1. A course in educational psychology
2. One of the following courses or its equivalent:
 - READ-301 Teaching Reading in Junior and Senior High School 3 cr.
 - READ-311 Fundamentals of Reading Instruction 3 cr.
 - ECED-306 Methods of Teaching Reading in Early Childhood..... 3 cr.
 - ELED-306 Methods of Teaching Reading – Elementary School 3 cr.
3. Minimum grade point average of 3.0 in undergraduate work
4. Successful completion of the Illinois Certification Testing System Basic Skills Test
5. Current Illinois teaching certificate, Type 03, 04, 09, or 10
6. A minimum of one year full-time teaching experience

Requirements for the Degree:

Required Courses:

The Graduate Program in Reading is organized into three sequences:

Sequence I

- READ-416 Primary Reading Instruction..... 3 cr.
- READ-417 Reading Instruction in Intermediate and Upper Grades 3 cr.
- READ-412 Measurement and Evaluation in Reading 3 cr.
Prereq.: READ-416 and READ-417
- READ-425 Literature-Based Reading Instruction 3 cr.
Prereq.: READ-416 and READ-417

Students must successfully complete the Content Knowledge Examination after completing Sequence I. To qualify to take the Content Knowledge Examination, students must complete all courses in Sequence I, submit a self-evaluation of professional dispositions, request evaluations of professional dispositions from two faculty members, and submit a peer evaluation of their initial portfolios.

Sequence II

Only one course in Sequence II may be taken before successful completion of the Content Knowledge Examination.

- READ-401 Developmental Reading Theory 3 cr.
Prereq.: Completion of Sequence I
- READ-407 Diagnosis and Remediation of Reading Disabilities..... 3 cr.
Prereq.: Completion of Sequence I

Students choose one of the following:

- READ-414 Reading and Writing Processes 3 cr.
Prereq.: READ-416
- or
- READ-415 Reading and Writing in Content Areas..... 3 cr.
Prereq.: READ-417

During their last semester of coursework in Sequence II, students apply to enter Sequence III. Applications are available on LiveText®. To qualify to enter Sequence III, students must complete all coursework in Sequences I and II, submit a self-evaluation of professional dispositions, request a faculty evaluation of professional dispositions from one of their instructors during Sequence II, and submit a peer evaluation of their portfolios.

Sequence III

- READ-403 Curriculum and Supervision in Reading..... 3 cr.
Prereq.: READ-404, READ-405, and permission of program
- READ-404 Clinical Practicum in Reading 3 cr.
Prereq.: Completion of Sequences I and II, permission of program, and successful submission of fingerprint background check
- READ-405 Research Seminar in Reading..... 3 cr.
Prereq.: Completion of Sequences I and II, permission of program

READ-409 Advanced Practicum in Reading.....	3 cr.
Elective to be taken in Sequences II or III or a Thesis (READ-406).....	3 cr.
Total	36 cr.

Program Requirements

The Graduate Program in Reading consists of 36 graduate-level credit hours. There are 10 required courses and one elective. Electives may be selected from the approved list available on the department’s website at www.neiu.edu/~readdept or from the Department Office, Room 2062 in the Classroom Building.

A maximum of 3 hours of C credit is accepted. Students who receive a second grade of C must petition the Dean of the Graduate College in writing with a rationale for permission to continue in the program.

Upon acceptance into the program, students are required to attend an Orientation Meeting. At this meeting, students receive information about program procedures and assessment requirements.

Students must complete self evaluations of Professional Dispositions after completing Sequences II and III. Students must submit their portfolios for peer review after Sequences I and II. They also submit their portfolios for peer review after Sequence III prior to submitting them for final evaluation by faculty. Students must apply one year in advance to enter Sequence III. All courses in Sequence III require program authorization.

Due to the demands on students’ time, the Department recommends that the following courses be taken alone:

- READ-412 Measurement and Evaluation in Reading
- READ-401 Developmental Reading Theory
- READ-404 Clinical Practicum in Reading
- READ-405 Research Seminar in Reading

Thesis Option

Upon invitation by the program at the time of acceptance to degree candidacy, a student has the option of writing a master’s thesis for three hours of credit. The course, READ-406 Thesis Seminar: Reading,takes the place of the elective.

Final Evaluation

Students apply for Final Evaluation in the semester before they plan to graduate. The Final Evaluation for the Master of Arts Degree in Reading includes:

- Self Evaluation of Professional Dispositions
- Faculty Evaluation of Professional Dispositions completed by the student’s READ 404: Clinical Practicum in Reading instructor
- Submission of the Program Evaluation Survey
- Successful completion of the Reading Specialist Test administered by the Illinois Certification Testing System. Students must submit proof of successful completion of this test to the department.

- Cumulative Final Evaluation. Students admitted prior to May 20, 2006 may elect to take the Comprehensive Examination administered by the Department of Reading or to submit a cumulative portfolio. Students admitted after May 20, 2006 submit cumulative electronic portfolios using the LiveText™ platform. Students submit a preliminary portfolio to their advisors for review when they complete Sequence II. Students submit cumulative portfolios for final evaluation after they have completed all required classes.

In addition to the program requirements, students obtaining the Master of Arts Degree in Reading are eligible to apply for an Illinois Type 10 Reading Specialist Certificate. The Illinois State Board of Education also requires a minimum of two years' teaching experience as teacher of record to qualify for Reading Specialist certification. Students who have not taken the Assessment of Professional Teaching for Grades K through 12 will be required to take this test to obtain the Type 10 Certificate.

Reading Center

The Department of Reading operates a Reading Center, which gives graduate students practicum experiences in assessing, planning, and implementing instructional programs for struggling readers. The Center is attended by students from the community who are recommended by teachers and parents. Students receive a thorough reading diagnosis at the Center. In addition, individual and small group instruction, incorporating innovative strategies and materials, helps students improve their literacy. The Reading Center also sponsors a variety of activities and programs for the community.

COURSE OFFERINGS

READ-301 Teaching Reading in Junior and Senior High School, 3 cr. Explores theory, methodology, and problems involved in teaching reading at the junior and senior high school levels. Emphasis is on developing a working definition of reading and comprehension, diagnosing and understanding individual needs of normally achieving and reading handicapped students. Assessment of reading, understanding the relationship between reading and learning in content areas and practical strategies for improving comprehension of school materials are considered. *Prereq.:* junior standing, permission from student's major department.

READ-311 Fundamentals of Reading Instruction, 3 cr. An introduction to the teaching of reading; its nature, objectives, programs, materials, and organizational strategies. Development and evaluation of reading skills and interests, provision for reading growth among all learners, and improving reading in content areas are also discussed. *Prereq.:* junior standing, permission from student's major department.

READ-401 Developmental Reading Theory, 3 cr. Discussion and appraisal of the physiological, psychological, and psycholinguistic bases of the developmental reading process; discussion of learning theories as they relate to the teach-

ing of reading; critical analysis of theoretical models and frameworks of the reading process and product, including discussion of models of reading. *Prereq.:* Completion of sequence I, READ-412, READ-416, READ-417, READ-425, and READ-414 or 415.

READ-402 Issues in Reading Instruction, 3 cr. Discussion of selected issues in reading related to instructional methods, classroom assessment techniques, types of reading programs, and innovations and trends of reading instruction. Also included are the topics of readability, content area reading, utilization of research in reading, and alternatives for meeting the reading needs of the exceptional learner.

Prereq.: graduate standing.

READ-403 Curriculum and Supervision in Reading, 3 cr. Treats principles and procedures in developing a sound school curriculum in reading to meet the needs of normally achieving and special needs students from varied ethnic and language backgrounds, the roles and responsibilities of reading consultants, coordinators, and supervisors; in-service reading programs; and the evaluation of reading programs. Surveys the impact of historical and current influences on the reading curriculum. *Prereq.:* Sequence II, degree candidacy and program authorization.

READ-404 Clinical Practicum in Reading, 3 cr. Provides clinical experience in diagnosis and remediation of reading disability cases. Students diagnose and give remedial reading treatments to disabled individuals and small groups. *Prereq.:* Background check, Sequence II, degree candidacy and program authorization.

READ-405 Research Seminar in Reading, 3 cr. Acquaints the student with sources and trends of completed research in the psychology, pedagogy, and sociology of reading; research design and procedures; criteria of planning and appraising scientific studies in reading. Project and/or research paper required. *Prereq.:* Sequence II, degree candidacy and program authorization.

READ-406 Thesis Seminar—Reading, 6 cr. Guidance of students conducting research and writing a thesis to fulfill the requirements of the program, Master of Arts in Reading. *Prereq.:* Master's degree candidacy in Reading and invitation of program.

READ-407 Case Studies in Diagnosis and Remediation of Reading Disabilities, 3 cr. A case study approach to the diagnosis and remediation of reading disabilities. Individual case studies are used to emphasize both causal and/or inhibiting factors in reading disability, as well as the analysis of the reading problem. Appropriate remedial instruction is related to diagnostic findings. *Prereq.:* Master's degree candidacy in Reading, Sequence I and READ-414 or 415.

READ-408 Topical Seminar in Reading: Title Varies, 3 cr. These courses present detailed treatment of selected issues and concerns in Reading. Consult the Schedule of Classes for current offerings. Recent titles have included the Issues in Reading Comprehension, the Reading Process and Language Development, Innovations and Trends in Reading Assessment, and Literacy Development. *Prereq.:* graduate standing, READ-416 and READ-417.

READ-409 Advanced Reading Practicum, 3 cr. Provides in a clinical and/or on-site setting, opportunities to explore innovative diagnostic and instructional practices. In- depth study of particular reading problems as well as overall reading program development is encouraged. **Prereq.:** *graduate standing, permission of the instructor.*

READ-410 Teaching Reading in the Content Areas, 3 cr. This gives students the opportunity to explore methods for increasing reading comprehension for students at the “reading to learn” stage, typically grades 5 through adult. A student’s comprehension of materials of varied purposes and subjects is explored. Both instructional classroom activities and reasoning behind these activities are presented. The research on content-area instruction is explored and reviewed. The course covers theory and practice in comprehension, culturally diverse students, at-risk students, vocabulary, writing, specific content areas (e.g., mathematics, science, history, literature), study strategies, and assessment as each pertains to reading in the content areas. **Prereq.:** *READ-417 or consent of instructor.*

READ-412 Measurement and Evaluation of Reading, 3 cr. Introduction to informal and formal evaluation instruments in reading; basic concepts in measurement and evaluation; techniques of test development, evaluation, and interpretation. Applies reading assessment instruments to reading programs. **Prereq.:** *Admission to M.A. Program in Reading, READ-416 and READ-417.*

READ-413 Materials for Reading, 3 cr. Provides students with opportunities to develop and analyze significant principles involved in the selection and evaluation of commercial reading materials, including traditional and non- traditional reading programs, supplementary specific skills materials, tradebooks, and content area materials. Emphasis is placed on criteria for selection and use of materials for effective reading instruction with normal and handicapped learners. **Prereq.:** *Admission to M.A. Program in Reading, READ-416 and READ-417 or consent of instructor.*

READ-414 Reading and Writing Processes, 3 cr. Focuses on the insights and instructional implications of recent research in the relationships between reading and writing. Examines various aspects of emergent literacy and the developmental stages of reading and writing. Strategies to foster individual growth in these areas and materials for planning, organizing and managing a reading/writing curriculum are treated. **Prereq.:** *READ-416.*

READ-415 Reading and Writing in the Content Area, 3 cr. Explores the development of classroom strategies to use writing in mastering content area subjects. Treats the integration of reading and writing in content area subject classes. **Prereq.:** *READ-417.*

READ-416: Primary Reading Instruction, 3 cr. Designed to help teachers develop an understanding of reading acquisition and early literacy. To develop an awareness of the developmental aspects of language development and its relationship to reading. Explores the interactive nature of language and its instructional implications. **Prereq.:** *Admission to the M. A. Program in Reading.*

READ-417: Reading Instruction in Intermediate and Upper Grades, 3 cr. Provides graduate students opportunities to analyze and synthesize information about reading comprehension, develop an understanding of the development of reading comprehension instruction, and develop instructional strategies which promote reading comprehension in classroom settings. **Prereq.:** *Admission to the M. A. Program in Reading*

READ-420 Reading and the Linguistically and Culturally Diverse Learner, 3 cr. An examination of the theory and research on the effects of language and cultural diversity on reading and comprehension in English with an emphasis on the implications for instruction and the practices employed to reduce mismatch between existing curricula and the needs of the linguistically and culturally diverse learner. **Prereq.:** *READ-416, READ-417.*

READ-425 Literature-Based Reading Programs for the Elementary Classroom, 3 cr. Provides students with increased knowledge of ways to use literature as the foundation for elementary reading programs. Students will learn to develop, implement, and assess literature-based reading programs. They will also extend their own knowledge of children’s literature. **Prereq.:** *Admission to M.A.T./M.S.I. in Language Arts or M.A. in Reading , READ-416 and READ-417.*

READ-430 Computers and Reading, 3 cr. Provides students with the opportunity to do in-depth analysis of the utilization of computers in classrooms with special reference to reading instruction. The main topics included are software availability, selection, evaluation and usage for reading comprehension, word recognition, assessment, vocabulary, and word processing. Computer laboratory set-up and integrating video technology are also examined. Observations of school and business computer laboratories are included. **Prereq.:** *graduate standing, READ-416, READ-417 or consent of instructor.*

READ-440 Reading for Middle School Professionals, 3 cr. This class is intended to give graduate students an understanding of the philosophy, structure, content areas, administrative structure and students in a middle school setting, and addresses the issues, research and instructional methods associated with increasing reading and writing proficiency for middle school students. **Prereq.:** *graduate standing, READ-417 or consent of instructor.*

SPECIAL EDUCATION

Sandra Beyda-Lorie, Ph.D., Professor, Chair
 Kathleen Brown, Ph.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., Assistant 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 certification requirements by training students to be knowledgeable and skilled regarding the education of all school aged children and adolescents with disabilities. The program consists of a 49 credit hour major plus a 21 credit hour cognate (in lieu of a minor). 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 1

Fall I (may be completed prior to acceptance to major)

EDFN 306: Education and Individual Differences

Spring I

EDFN 307 Psychology of Instruction and Learning
 ELED 311 Public School Curriculum
 SPED 371WI Foundations of Special Education
 SPED 372 Development & Characteristics of Children and Youth w/Disabilities I:

Level 2

Fall II

SPED 373 Teaching Learners w/ Special Needs I
 SPED 374 Clinical Experience
 SPED 375 Development and Characteristics of Children and Youth w/Disabilities II: Lower Incidence
 SPED 380 Assessment of Exceptional Individuals and Diverse Populations (4 cr. hrs.)

Spring II

SPED 376 Teaching Learners with Special Needs II
 SPED 377 Clinical Experiences II
 SPED 379 Managing Behaviors in the Classroom
 SPED 395 Technology Applications in Special Education

Summer II

SPED 323 Consultation and Collaboration in Special Education
 SPED 378 Alternative Curriculum and Methods

Fall III

ELED-302 Methods of Teaching Language Arts
 ELED 310 Methods of Teaching Mathematics

And one of the following:

ELED-306B Methods of Teaching Reading
 Or
 READ-311 Fundamentals of Reading Instruction
 Or
 READ-301 Teaching Reading in the Jr/HS

Cognate Elective:

One of the following:
 ELED 304 Methods of Teaching Social Studies
 ELED 305 Methods of Teaching Science
 SCED 303H Methods of Teaching History secondary school
 SCED 303R Materials and Methods for Teaching High School Science

For those who have opted to complete ELED 310 and the Cognate Elective previously:

SPED 381 Student Teaching (12 cr. hrs.)

Level 3

Spring III

SPED 381: Student Teaching (12 cr. hrs.)

Program Benchmarks

Students must complete all benchmarks for each level before allowed to progress to the next level.

Level 1 – 15 credit hours (Major and cognate courses)

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.
- C) Demonstration of appropriate Professional Standards
- D) Initial progress with the establishment of student portfolio
- E) Professional sequence course retaken once if grade lower than “C” dependent on departmental review
- F) Admission to the College of Education
- G) Demonstration of appropriate Professional Dispositions
- H) Passing score on NEIU English language Competency Exam

Level 2 – 43 credit hours (Bilingual Special Education Approval - 46 credit hours)

Successful completion of all coursework (major and cognate) and field experiences.

- A) Minimum overall GPA of 2.75
- B) No more than two grades of “C” or less in professional sequence coursework
- C) Professional sequence course retaken once if grade lower than “C” dependent on departmental review
- D) Demonstration of appropriate Professional Standards
- E) Continued successful development of student portfolio
- F) Positive semester by semester review by faculty committee.
- G) Demonstration of appropriate Professional Dispositions
- H) Passing score on State Teacher Certification Examination (LBS1)

Level 3 – 12 Credit Hours

Successful completion of student teaching

- A) Minimum overall GPA of 2.75
- B) Grade of “B” or better for student teaching
- C) Positive review by both faculty supervisor and cooperating teachers.
- D) Successful completion of student portfolio
- E) Demonstration of appropriate Professional Dispositions

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 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) Passing score on the Illinois Test of Basic Skills.
- 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. 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 certification a student must earn a grade of “B” or better in Student Teaching. A 2.75 cumulative G.P.A. is required for graduation.

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: Initial Certification (LBS I), and Early Childhood Special Education (ECH SPED). These graduate sequences provide students with advanced study designed to develop knowledge and skills both in special education and their selected sequence. See below for information on the requirements for Initial Certification.

The graduate of a Master's program sequence will be able to 1) design and implement programs for exceptional individuals; 2) advise and consult with others on the needs of exceptional individuals; and 3) analyze and conduct research in the field of special education.

There is also a Focus Program in Special Education for certified teachers only. This program leads to LBS I certification without a Masters degree.

Requirements for Admission to Both Master of Arts Degree Programs:

Students must fulfill the requirements for admission to the Graduate College.

All applicants are required to have two letters of recommendation submitted in support of their applications. These letters should be addressed directly to the Dean of the Graduate College. The recommendations should be made by persons who have had a supervisory relationship with the applicant in a teaching situation. For applicants with little or no prior teaching experience, letters will be accepted from student teaching supervisors or from professors of education who have observed the applicant's potential as a teacher in the area of Special Education.

Degree Requirements:

1. Thirty-six (ECH-SPED) or forty-five (LBSI) approved graduate credit hours.
2. Master's Degree project.
3. Practicum experiences in an approved special education setting.

4. Appropriate passage of state content area test before final Internship/Practicum.

Advisement

All students will be assigned an advisor. Students will plan their programs in consultation with their advisors. Prerequisite and required courses may be waived when competence can be demonstrated.

Course Requirements for Master of Arts in Gifted Education

Prerequisite Course Requirements for Master of Arts in Gifted Education: Students must have a current teaching certificate.

GIFT-450	Psychology of Individuals who are Gifted and Talented	3 cr.
GIFT-451	Creativity	3 cr.
GIFT-452	Education of Individuals who are Gifted and Talented	3 cr.
GIFT-453	Seminar in Curriculum and Materials for the Gifted	3 cr.
GIFT-455	Bibliography and Methodology in Research in Gifted Education	3 cr.
GIFT-456	Parenting and Advocacy for Individuals who are Gifted and Talented.....	3 cr.
GIFT-457	Research Seminar for the Gifted.....	3 cr.
GIFT-459	Field Demonstration in Gifted Education ..	12 cr.
	and four electives	12 cr.
	Subtotal	36 cr.

Prerequisite Course Requirements for Master of Arts in Special Education (ECH SPED):

Students must have one of the following: a current teaching certificate with an Illinois Early Childhood 04 Type 10-LBSI or 03/09 Certification.

Course Requirements for Master of Arts Sequences in Special Education:

Early Childhood Special Education

This is not a certification program. In order to use this degree in public education, it must be attached to early childhood 04 certification or Type 10-LBS I Certification.

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-515	Research Seminar in Special Education	
	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 Certificate

Student Requirements

Graduate students seeking their initial teaching certificate must complete the following 45 hour entitlement sequence as part of the requirement for the Learning Behavior Specialist I (LBS I). 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 experience for certified teachers.

Admission Requirements

Prospective students apply for admission to the program through the Graduate College.

- 1) Graduate students are admitted for Fall and Spring Semesters.
- 2) Undergraduate degree.
- 3) Minimum undergraduate GPA of 2.75 (4-point scale). Previous graduate credit is also taken into appropriate consideration.
- 4) Passing Score on The Illinois Test of Basic Skills.
- 5) Spontaneous writing sample and/or interview at the discretion of the Department.

Masters of Arts in Special Education (LBS I)

Program Sequence

Block I: Foundations, Characteristics & Fundamentals of Research in Special Education – 12 hours

SPED-500	Research I: Critical Writing and Research in Special Education	3 cr.
	<i>Prerequisites: Acceptance into program</i>	
SPED-501	Development and Characteristics of Children and Youth with Disabilities.....	3 cr.
	<i>Prerequisites: SPED-500</i>	
SPED-502	Development of Cognition, Learning and Language	3 cr.
	<i>Prerequisites: SPED-500</i>	
SPED-503	Historical, Philosophical and Legal Foundations of Special Education	3 cr.

Block II: Fundamentals of Assessment and Applied Teaching Mild to Moderate Disabilities – 13 hours

SPED-504	Assessment I: Principles of Educational Assessment in Special Education.....	3 cr.
	<i>Prerequisites: Block I</i>	
SPED-509	Methods I: Specialized Curriculum & Methods in Special Education.....	3 cr.
	<i>Prerequisites: Block I</i>	
READ-402	Issues in Reading Instruction	3 cr.
SPED-506	Technology in Special Education.....	3 cr.
	<i>Prerequisites: Block II</i>	
SPED-507	Internship I: Assessing and Teaching Individuals with Mild to Moderate Disabilities.....	1.5 cr.
	<i>Prerequisites: SPED 509 or concurrent; Degree Candidacy</i>	

Block III: Collaboration, Technology & Applied Teaching Moderate to Severe Disabilities – 11 hours

SPED-505	Consultation and Collaboration: Special and Regular Education.....	3 cr.
	<i>Prerequisites: Block II</i>	
SPED-508	Methods II: General Curriculum & Methods in Special Education.....	3 cr.
	<i>Prerequisites: SPED 509</i>	
SPED-511	Alternative Programming and Curriculum in Special Education	3 cr.
	<i>Prerequisites: Block II</i>	
SPED-512	Internship II: Assessing and Teaching Individuals with Moderate to Severe Disabilities	1.5 cr.
	<i>Prerequisites: SPED 507, 509 and 511</i>	

Block IV: Behavior Management, Assessment and Student Teaching in Special Education-9 hours

SPED 510	Methods III: Strategies of Behavior Management	3 cr.
	<i>Prerequisites: Block III</i>	
SPED 513	Assessment II: Applied Diagnostic Testing	3 cr.
	<i>Prerequisites: Block III</i>	
SPED 514A	Student Teaching in Special Education	3 cr.
	OR	
SPED 514B	Applied Diagnostic Teaching in Special Education	3 cr.
	<i>Prerequisite: All LBS I coursework</i>	

Total 45 cr.

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 course work as per The Graduate College Policy.

Level I – 12 hours

Successful Completion of Block I: Foundations, Characteristics & Fundamentals of Research in Special Education (SPED-500, 501, 502, 503)

- A) Minimum GPA of 3.00.
- B) Completion of any deficiencies for those admitted conditionally.
- C) Candidacy.
- D) Beginning student portfolio.
- E) Demonstration of appropriate Professional Teaching Behaviors and Dispositions.
- F) Pass key program assessments

Level II – 13 hours

Successful Completion of Block II: Fundamentals of Assessment and Applied Teaching Mild to Moderate Disabilities (SPED-504, SPED-509, READ-402, SPED-507, SPED-506)

- A) Minimum GPA of 3.00.
- B) Current student portfolio.
- C) Demonstration of appropriate Professional Teaching Behaviors and Dispositions.
- D) Pass key program assessments

Level III – 14 hours

Successful Completion of Block III: Curriculum, Teaching, Behavior Management & Programming in Special Education (SPED-505, 508, 511, 512)

- A) Minimum GPA of 3.00.
- B) Current student portfolio.
- C) Demonstration of appropriate Professional Teaching Behaviors and Dispositions.
- D) Passage of Content Area Test LBS I.

Level IV – 9 hours

Successful Completion of Block IV: Internship and Applied Research in Special Education (SPED-510, 513, 514)

- A) Minimum GPA of 3.00.
- B) Completed and acceptable portfolio.
- C) Demonstration of appropriate Professional Teaching Behaviors and Dispositions.

EXIT REQUIREMENTS

Successful Completion of Blocks I – IV, 45 hours.

LBSI-Focus Program in Special Education**Program's purpose:**

In an effort to meet the needs of certified teachers seeking certification in Special Education (SPED): Learning Behavior Specialist I (LBS I), the Department of Special Education is offering an LBS I Focus Program.

Admission requirements:

In order to be accepted into the program, candidates must first apply to the Graduate College (<http://www.neiu.edu/~gradcoll/admissions/index.html>). Candidates must meet all conditions of the Graduate College to be eligible for admission and retention in the program. In addition, candidates must hold a valid initial Illinois teaching certificate (Type 03 elementary; Type 04 early childhood; Type 09 secondary; Type 10 other than LBS I).

Program requirements and sequence:

- Upon entrance to the program: Candidates who are admitted to the program must schedule a meeting with the Focus Program Advisor in order to organize an initial program portfolio. This portfolio will be organized by the 10 standards set forth by the Council for Exceptional Children (CEC). This process will assist candidates in determining which and how many courses candidates will need to take to meet all 10 CEC standards.
- In addition, each candidate will need to complete at least 21 hours at NEIU (including a special education practicum course). Coursework will include:
 - SPED-501 (Characteristics)
 - SPED-509 (Methods II)
 - SPED-504 (Assessment I)
 - SPED-510 (Methods III)
 - SPED-511 (Methods IV)
 - SPED-513 (Assessment II)
 - SPED-514 (Practicum III)
- Candidates will need to pass the ICTS Content Test (LBSI) prior to registering for SPED 514. Candidates with a Type 03 or Type 09 certificate must also pass the ICTS APT-Type 10 prior to completing the LBS I course sequence graduation and in order to obtain LBS I certification.
- Special note: For candidates holding the initial Illinois teaching certificate who are interested in obtaining an emergency certificate prior to receiving the Special Education Approval (per 23 ILAC 226.810.b), SPED 404 (Survey of the Exceptional Child), and either SPED 501 OR SPED 504 would meet two of the four areas required by the state of Illinois for the approval. Therefore, if a Focus Program candidate is interested in obtaining an emergency certificate prior to completing the Focus Program, he/she must take SPED 404 in addition to his or her program.
- Candidates must maintain the conditions set forth by the Graduate College for retention in the program with one exception: Successfully completing all of the requirements for the LBS I Focus Program will take the place of the Graduate College's Application for Candidacy.

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 needed to earn an LBS II certificate. Two LBS II certificate paths exist in the SPED Department. These include (a) Curriculum Adaptation Specialist (CAS) and (b) Behavior Intervention Specialist (BIS). Candidates who are interested in applying their LBS I Focus Program coursework toward a Master’s degree must submit a written statement to the Focus Committee and to the Graduate College indicating their intention to begin LBS II coursework. The courses required for the LBS II (in either CAS or BIS) include 5 courses plus an additional capstone experience course. To obtain certification in either CAS or BIS, candidates must also pass the ICTS Content Test for that area.

Master of Science in Special Education (LBS II)

Candidates successfully completing the Master of Science in Special Education will be able to obtain certification in the areas of Learning Behavior Specialist II (LBS II) Curriculum Adaptation Specialist (CAS) or Behavior Intervention Specialist (BSI) or both.

The three masters degree options are: (1) Combined Curriculum Adaptation Specialist (CAS) and Behavior Intervention Specialist (BIS) masters program, (2) CAS-only masters program, and (3) BIS-only masters program (see Table 1). 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 masters degree program options.

The Combined CAS-BIS Program option is a 36 credit hour program designed to provide advanced training in the areas of curriculum adaptations and behavior intervention for certified special education teachers, holding an LBS I. It leads to preparation for the advanced Illinois certificate (type 10), 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 of fifteen hours of coursework and the BIS core of fifteen semester hours of coursework, plus a three semester hour capstone experience project and a three semester hour approved elective.

The CAS-only option is a 30-hour masters level program designed to offer certification 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 certification in the BIS area only. Candidates will complete the following: the fifteen semester hour BIS core courses, plus four additional graduate electives, 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 ICTS 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 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-505	Consultation and Collaboration in Special Education	3 cr.
SPED-524	Practicum in Behavior Disorders.....	3 cr. (taken after BIS core courses)
SPED-526	Adaptations and Accommodations of Curriculum.....	3 cr.
SPED-527	Assessment and Intervention Strategies for Language-Based Disorders	3 cr.
SPED-528	Teaching Mathematics to Individuals with Special Needs	3 cr.
SPED-525	Alternative Assessment and Test Accommodations	3 cr.
SPED-529	Practicum in Curriculum Adaptations	3 cr. (taken after CAS core courses)
Graduate Elective (taken anytime)		
SPED-530	Capstone Experience Project	3 cr. (taken after BIS and CAS core courses)
Subtotal		36 cr.

CAS-Only Program Option:

SPED-526	Adaptations and Accommodations of Curriculum.....	3 cr.
SPED-527	Assessment and Intervention Strategies for Language-Based Disorders	3 cr.
SPED-528	Teaching Mathematics to Individuals with Special Needs	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 anytime after CAS core courses plus at least 24 hours)	
	Subtotal	30 cr.

BIS-Only Program 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-505	Consultation and Collaboration 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.

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-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 Higher Incidence Disabilities, 3 cr. The development and characteristics of children and youth with higher incidence disabilities is examined. Exceptionalities discussed include: Mental Retardation, Learning Disabilities, Emotional and Behavior problems, ADD, and Communication disorders. An overview of the assessment and diagnostic processes for the identification and educational treatment of these disabilities is offered. **Prereq.:** Completion of Level 1 of Special Education Major

SPED-373 Teaching Learners with Special Needs I, 3 cr. This course includes specialized teaching methodologies appropriate for individuals with mild disabilities in the academic and social skills arena with emphasis on designing instruction to address students' cognitive, cultural, and affective growth. Emphasis will also be given to the development and planning of the individualized educational program (IEP). Strategies for informal assessment and the teaching of reading, written expression, mathematics, content areas, and social skill training will be addressed. **Prereq.:** SPED 371, and Completion of Level 1 of Special Education Major 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-375 The Development and Characteristics of Children and Youth With Lower Incidence Disabilities, 3cr. The development and characteristics of children and youth with lower incidence disabilities is examined. Exceptionalities discussed include: Physical Disabilities, Traumatic Brain Injury, Severe and Multiple Disabilities, Autism, Health Impairments, and Sensory impairments. An overview of the assessment and diagnostic processes for the identification and educational treatment of these disabilities is offered. **Prereq.:** Completion of Level 1 of Special Education Major and SPED-373.

SPED-376 Teaching Learners with Special Needs II, 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. Students will be placed in a school setting, with supervision, to observe and help teach pupils with disabilities. Emphasis will be placed on lower incidence disabilities. Both primary and secondary school placements will be available. **Prereq.:** Completion of Level 1 of Special Education Major and SPED-373 & SPED-374

SPED-378 Alternative Curriculum for Learners with Special Needs, 3 cr. This course surveys methods and procedures for educating students with lower incidence disabilities. Topics include Functional Curriculum, Transitional planning for adult life, Residential Settings, vocational options and instructional planning and design. *Prereq.:* Completion of Level 1 of Special Education Major and SPED-373

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-380 Assessment of Exceptional Individuals & Diverse Populations in Special Education, 4 cr. An overview of terminology, legislation, legal and ethical considerations regarding assessment in special education is first presented. Test construction and basic statistical concepts are reviewed. The relationship between screening, referral, diagnosis, placement and intervention are discussed. The effects of cultural-linguistic diversity on assessment performance are reviewed. Individual measures of adaptive behavior, language proficiency, cognitive ability and achievement are presented. Curriculum – Based assessment and behavioral observations strategies are studied. *Prereq.:* Completion of Level 1 of Special Education Major, SPED-372 & SPED-375.

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-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, 3cr. 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.:* masters 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.:* SPED-404 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 function-

ing 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.: masters 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-450 and SPED-452.*

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 and GIFT-452.*

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, and acceptance for candidacy.*

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, 3cr. 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 The Development of Cognition, Learning, and Language, 3 cr. This course examines language development and pathology, and the relations between language and thought. The major emphasis of the course will be developmental, but other frames of reference will be used to clarify particular components and language and thought. *Prereq.:* Concurrent registration with/or completion of SPED-500.

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 Assessment I: Principles of Educational Assessment 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. *Prereq.:* Completion of Block I sequence.

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, 1.5 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 addresses teaching methodology and strategies appropriate for individuals with mild to moderate disabilities in the areas of reading, spoken and written language, mathematics, and social/emotional development in the Least Restrictive Environment and in accordance with best practice in the field. Development of the Individualized Education Program, informal assessment and instructional planning for diverse learners are emphasized. *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, 1.5 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-513 Assessment II: Applied 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, and interpretation of clinical reports. *Prereq.: Completion of Block III sequence.*

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-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-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-528 Teaching Mathematics to Individuals with Special Needs, 3 cr. Addresses the issues of assessment and remediation in mathematics for individuals with special needs. It is based on the understanding that competence in mathematics is a necessity for effective resolution of psychosocial and cognitive developmental life tasks, and as a means of assuring a good quality of life. Every means possible must be employed to insure that individuals with special needs are adequately assessed in terms of their mathematics competence and performance. Those individuals who exhibit deficits in mathematics abilities, skills and knowledge deserve suitable mathematics goals and objectives to be integrated into their Individualized Education Programs, and to have their mathematics achievement reassessed at appropriate intervals. *Prereq:* Completion of SPED 526 and SPED 527.

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-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 Masters 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

Maria Teresa Garretton, Ph.D., Professor, Chair
 Rachel A. Adeodu, Ph.D., Associate Professor
 Lorie A. Annarella, Ed.D., Associate Professor
 Elaine Pierce Chakonas, Ed.D., Associate Professor
 Murrell Duster, M.Ed., Assistant Professor
 Maureen D. Gillette, Ph.D., Professor
 Yi Hao, Ph.D., Associate Professor
 Jo Ann Karr, Ed.D., Professor
 Eileen Kaiser, Ph.D., Assistant Professor
 Maria Korkatsch-Groszko, Ph.D., Professor
 Elizabeth Landerholm, Ed.D., Professor
 Alberto Lopez-Carrasquillo, Ph.D., Assistant Professor
 Selina Mushi, Ph.D., Associate Professor
 Beverly Otto, Ph.D., Professor
 Frank Perino, Ph.D., Associate Professor
 Joaquin Villegas, Ph.D., Associate Professor
 Steven Wolk, Ed.D., Associate Professor
 Judith Yturriago, Ph.D., Assistant Professor

The Department of Teacher Education 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: Language Arts Elementary
 M.S. in Instruction: Language Arts Elementary Education
 MAT: Bilingual/Bicultural Education Elementary
 M.S. in Instruction: Bilingual/Bicultural Education Elementary

Teacher Education Departmental Policy On Transfer Of Professional Education Courses Into Undergraduate Teacher Education Programs

Students who are admitted to an undergraduate program in Teacher Education or to the TCP Program (certification 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 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 TCP Program. (ex. If a student is admitted in 2010, no coursework prior to 2005 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, TCP 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 gone through one of our programs.

Focus Program for Subsequent Teaching Certificates

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 current certification.

The Focus Program allows certified teachers to obtain additional subsequent certifications in the area of Elementary Education and Early Childhood.

Candidates who complete a full or "focused" subsequent certification program will be recommended for the certificate by entitlement. 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 focus (ELED-BLBC), and receive Bilingual Approval on the Elementary Certificate. (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 approval in 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 Approval on the Elementary Certificate.)

EDFN 305	Philosophical & Historical Foundations of Public Education	3 cr.
EDFN 306	Education & Individual Differences	3 cr.
	(Prerequisite for ELED/BLBC 301)	
EDFN 307	Psychology of Instruction and Learning.....	3 cr.
BLBC 301*	Curriculum in Elementary School.....	3 cr.
BLBC 302*	Methods of Teaching Language Arts.....	3 cr.
ELED/BLBC-304*	Methods of Teaching Social Studies	3 cr.
ELED/BLBC-305*	Methods of Teaching Science	3 cr.
BLBC 306A*	Methods of Teaching Reading	3 cr.
	(100 hours of clinical experience included)	
ELED/BLBC 310	Methods of Teaching Mathematics.....	3 cr.
BLBC 328	Clinical Experience in Elementary Education	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 teaching certificate and bilingual approval 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 approval.
- Certification 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 certification are required to pass the State of Illinois Basic Skills, Subject Matter Knowledge Test, and Assessment of Professional Teaching Test.

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)
- Literacy assessment of proficiency in native language and the target language by program faculty.
- Graduate Record Examination score.
- Passing score on ICTS Basic Skills Examination.

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.
- INMD-410 Media Technology for Educators..... 3 cr.
- READ-402 Issues in Reading 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 Teach-
ing 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. Certification 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 Experience
(in BLBC Classroom)..... 3 cr.
(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/multilinguistic focus and encourages candidates who already hold an elementary education or early childhood teaching certificate to pursue a master’s degree leading to bilingual approval.

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 approval.

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 certificate
- Literacy assessment of proficiency in native language and the target language by program faculty.

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 Core18 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.
INMD-410 Media Technology for Educators.....	3 cr.
READ-402 Issues in Reading Instruction	3 cr.

or

READ-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-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 declaration of major, concurrent course BLBC-302, and COE Admission.

BLBC-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 classroom. Emphasis on intermediate and middle school grades. Concurrent course: BLBC-301, and COE admission.

BLBC-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 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. **Prereq.:** BLBC-301 and 302, and admission to College of Education.

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-328 **Prereq.:** 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 course work in ELED/BLBC Education major, approval of department chairperson and coordinator of student teaching, and admission to College of Education; Passing score on ICTS Subject Area Examination.

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 Teaching in Culture and Language Diverse Classrooms, 3 cr. Aims at the development of a methodology for teaching language/culture diverse students by comparing and contrasting a wide range of linguistically/culturally different ethnic groups. After a thorough introduction to culture and multiculturalism and their impact on formal and informal learning situations, the course is complemented with the formation and presentation of several learning centers (modules) related to the major ethnic groups. The characteristics of those groups and the identification of the most effective and efficient techniques compatible with multicultural learning situations. *Prereq.:* BLBC-438.

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:

A letter of recommendation is required from ECED faculty.

ECED-301	Curriculum and Instruction in Early Childhood	3 cr.
(ECED-301 and ECED-328I must be taken concurrently)		
ECED-328I	Clinical Experiences in Early Childhood Education Infant-Toddler	1 cr.
(ECED-301 and ECED-328I must be taken concurrently)		
ECED-313	Language Development and Acquisition ..	3 cr.
ECED-316	Child, Family, and Community	3 cr.

A letter of recommendation is required from ECED faculty. Student will not be eligible to register for BLOCK III courses (except ECED 338) without this recommendation (information/form available on webpage. 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 Experi- ences and Student Teaching section for application procedures)	1 cr.
(ECED-306 and ECED-328T must be taken concurrently)		

Block IV:

Take and pass ICTS Subject Area Examination.

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.....	9 cr.
(See Clinical Experiences and Student Teaching section for application procedures)		
Electives: (Select One) 3 cr.		
ECED-312	Teaching Strategies with Multicultural Groups.....	3 cr.
ECED-325	Literature For Young Children.....	3 cr.
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 Type 04 certificate (Early Childhood), they must receive a “B” or better in student teaching and have passed the ICTS Basic Skills Test and the ICTS Content Area Test. In order for students to be certified by the Illinois State Board of Education, they will need to have passed the appropriate ICTS Assessment of Professional Teaching Test.

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 ICTS Subject Area Examination.

No required professional education course may be taken more than twice to achieve an acceptable grade. To be entitled for certification by the State of Illinois, a student must earn a grade of ‘B’ or better in 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, 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, Teaching English as a Second Language, Mathematics, Math and Sciences Concept, MSTQE, Music, Philosophy, Physics, Political Science, Psychology and Sociology.

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)

- English3 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 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)

General Education Requirements not on the Limited List:

- ENGL-101 and 102 Writing I and Writing II.....6 cr.
(must receive a grade of “C” or higher)
- Three semester hours in oral communication (CMTC 101 or CMT-COMM 202).
(Must receive a grade of “C” or higher)
- 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.
- MATH-143 College Mathematics II 3 cr.
(must receive a grade of “C” or higher)
- Physical Education Elective.....1 cr.
- Elective from Language Arts**, Science, Social Science, Humanities and/or Psychology3 cr.

(**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.)

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.: EDFN-302 and EDFN-303; 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 and consent of program area advisor.*

ECED-313 Language Development and Acquisition, 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.

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.:* 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.

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.:* ECED-328T and ECED-352.

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.:* EDFN-303 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 ECED-328M taken concurrently. *Prereq.:* ECED-301 and consent of program area advisor.

ECED-402 Application of Learning Theories to Early Childhood Education, 3 cr. A review of various theories of children's mental development with implications for classroom teaching techniques. Topics to be included in this course are questioning techniques and the design of materials that provided an environment favorable to active thinking. *Prereq.:* graduate standing, EDFN-303, or EDFN-401, or equivalent.

ECED-403 Early Childhood Assessment, 3 cr. Focuses upon the use and development of evaluation instruments for collecting information about young children. Instruments used will focus on individuality of the child and his unique growth trends and patterns of developmental needs. The materials studied will help the teacher to identify where the child is developmentally and to use instruments and techniques to evolve ways to help the individual child grow. *Prereq.:* graduate standing, SPED-303, PSYC-215, or equivalent.

ECED-404 Organizing and Directing of Early Childhood Centers, 3 cr. Explores and evaluates practices in organizing and administering early childhood centers. Areas of study include housing, equipping, staffing, and financing. Policies related to health and safety, admission, grouping, recording, reporting, teacher development and school and community relations are developed. Opportunity is provided for the study of problems and issues in specific types of schools such as the cooperative nursery school, day care centers, the private nursery school, Head Start programs, Follow Through programs, Inclusive Child Development Centers—pre-kindergarten through third grade in urban and suburban communities. *Prereq.:* graduate standing, PSYC-215 or EDFN-303 or equivalent.

ECED-406 Perspectives on Parenting, 3 cr. Designed to train the early childhood teacher to teach parenting skills to parents. Reviews patterns of growth from birth focused on flexible parent-child communication designed to promote optimal development and stimulate growth. Provides a critical analysis and overview of several of the materials available for parent education and develop guidelines for evaluating them. *Prereq.:* graduate standing, PSYC-215, or EDFN-303 or equivalent.

ECED-407 Family, Child, and Teacher Interaction in Early Childhood Education, 3 cr. A course designed for teachers of young children who are working to integrate parents into the educational program. Family styles and parenthood are examined followed by methodologies for involvement in children's education. Practical realities of teaching including home visits, communication skills, and alternative avenues for communication will be discussed. An exploration of the culture of the early childhood setting and implications for teachers and families will be included. *Prereq.:* graduate standing and 12 credit hours in education.

ECED-408 Language Acquisition and Intervention Strategies for Teachers of Young Children, 3 cr. Focuses upon the acquisition of language as the young child develops syntactic, semantic, and pragmatic understanding. Differing viewpoints of language learning and cognitive interaction are presented. Techniques for both language assessment and intervention by the teacher of the young child are discussed. Reviews recent research and its applicability to assist the preschool teacher in facilitating language learning and evaluating existing language programs for using language as a tool of communication. *Prereq.:* graduate standing; PSYC-215; and ECED-313 or equivalent.

ECED-409 Child Advocacy, 3 cr. To help practitioners understand issues, areas of advocacy, and intervention techniques directed toward services and institutions that affect the lives of children, birth through nine years. *Prereq.:* graduate standing and 12 credit hours in education.

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 state certification Type 03. Upon certification, 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 to work effectively with children 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 certification, 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 Certification
- Program Exit Criteria

Required Professional Education Courses

EDFN-305	Philosophical and Historical Foundations of Public Education.....	3 cr.
EDFN-306	Education and Individual Differences	3 cr.
	(Prerequisite for ELED 301)	
EDFN-307	Psychology of Instruction and Learning.....	3 cr.
ELED-301	Curriculum of the Elementary School	3 cr.
	(Prerequisite for all methods courses)	
ELED-302	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).....	1 cr.
	(Must be taken concurrently with ELED 306A)	
ELED 329	Student Teaching in Elementary Ed.....	9 cr.

Choose ONE of the following:

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	3 cr.

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 Illinois Test of Basic Skills while they are enrolled in EDFN 306. Only students who have declared their majors and passed the Illinois Test for Basic Skills and be 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 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.

Sequence for 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 recommendation form, with a rating of Satisfactory must be obtained from student's instructor in ELED 301 AND in ELED 302. A 3RD recommendation form, also with a Satisfactory rating must be obtained from the student's instructor of ELED 304 OR 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 with "C" or better (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, 310

Pass the ICTS Content Area Examination

All of the above requirements must be met before proceeding into student teaching.

Attend mandatory CEST orientation.

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 Type 03 certificate (elementary/middle grades), they must receive a "B" or better in student teaching and have passed the ICTS Basic Skills Test and the ICTS Elementary/Middle Grades Test. In order for students to be certified by the Illinois State Board of Education, they will need to have passed the appropriate ICTS Assessment of Professional Teaching test.

Prior to student teaching, all Elementary Education majors must complete a minimum of 100 clock hours of clinical experience to be eligible for certification 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 certified 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, ELED-302: 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 certification by the State of Illinois, a student must earn a grade of "B" or better in Student Teaching.

Additional Requirements for Certification:

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 39-hour General Education Program and are on the Limited List:

Fine Arts: 6 credit hours

Choice of courses from the limited list.

Humanities (9 hours)

English.....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 111E or 111D or ANTH-212..... 3 cr.
Elective3 cr.

Biological & Physical Sciences (12 credit hours)

Coursework must include Biological & Physical Science
(include one lab course) 12 cr.
Total 39 cr.

Students must also pass the ICTS Assessment of Professional Teaching Test.

General Education Requirements which are not on the Limited List:

1. Six semester hours in written communication (English 101 and 102). (must receive a grade of "C" or higher)
2. Three semester hours in oral communication (CMTC 101 or CMTC 202). (must receive a grade of "C" or higher)
3. Six credit hours in college level math. (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.)

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 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.

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 "C" or higher and admission to COE.

ELED-311 School 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. *Prereq.:* EDFN-305, 306.

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.

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 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.:* ELED-301, 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 Interrelating Science And Mathematics With Clinical, 3 cr. The subject links between science and mathematics will be investigated. Emphasis will be placed on the natural and logical relationship of science and mathematics. Different instructional models will be explored, research questions considered, and current resources identified. Attention will be given to utilizing strategies for establishing firmer school ties between the two disciplines. A minimum of 50 clinical hours required. *Prereq.:* ELED-414 and EDFN-416. Consent of program advisor and coordinator of Clinical Experiences required.

ELED-416 Strategies Of Teaching Social Studies And Language Arts With Clinical, 3 cr. An integrative approach to teaching language arts and social studies will be introduced. Characteristics of the learner within their cultural heritage, sources of literary and community information, and concepts embodied in interdisciplinary thematic units will be examined along with strategies for facilitating communication competencies in the content areas, fine arts, and humanities. Methods of inclusion of special needs students in the regular classroom are included. A minimum of 50 clinical hours is required. **Prereq.:** ELED-414 and EDFN-416. Consent of program advisor and coordinator of Clinical Experiences required.

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-429 Internship in Elementary Education, 6 cr. Students are provided with an opportunity to implement and plan instructional units on a long range basis. Having acquired the knowledge base through interdisciplinary coursework and methods classes and having employed a beginning instructional technique during their clinical component, the students will now have the opportunity to apply these jointly during an entire semester by assuming the full range of teaching duties in an exemplary elementary setting. **Prereq.:** Completion of all coursework in M.A.T. Program Elementary Sequence, except TED-430 and permission from Office of Student Teaching; passing score on the ICTS Subject Area Examination.

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 Literature for Intermediate and Middle School Students, 3 cr. Students will survey, peruse, and study all genres of literature appropriate for intermediate and middle school level students. Quality literature suitable for all areas of integrating stories into various curricular areas will be stressed. Students will be able to identify appropriate literature types to be used for intensive literature circle study, recreational reading, and selection strategies for sharing literature with children and young adults. Multicultural and multiglobal sources will be utilized throughout the course.

Prereq.: Graduate standing.

PROGRAM in LANGUAGE ARTS

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 certification at the elementary level along with a master's degree in the area of 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 research- 18 credit hours
- Concentration in Language Arts with courses in curriculum and instruction, reading, linguistics, TESL, English and/or speech- 18 credit hours,
- Certification coursework composed of additional pedagogical study and field experiences (including 100 hours of clinical experiences and student teaching internship) - 15 credit hours for elementary.

Students must also have completed general education requirements as specified by the Illinois State Board of Education.

Admission Requirements:

- Elementary: an undergraduate Bachelor's degree from an accredited university or college
- A minimum undergraduate GPA of 2.75 (4.0 scale)
- Undergraduate coursework in English (composition or literature), Speech~Drama or Linguistics: for the elementary sequence.
- Six (6) credit hours in the history/ philosophy of education (EDFN-405: Development of Educational Thought) and educational psychology (learning and development: EDFN-406: Human Development and Learning) or equivalent.
- Graduate Records Examination score
- Passing score on the Illinois State Board of Education Basic Skills Examination

State teacher examinations:

M.A.T. students are required to pass State of Illinois Basic Skills, Subject Matter Knowledge, and the Assessment of Professional Teaching tests. Study guides and applications are available at www.icts.nesinc.com.

Middle School Endorsement is integrated into the required coursework of the elementary and secondary sequences. Students who complete the MAT Program will receive Middle School Endorsement.

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 Graduate College for details.

Elementary Sequence: 51 credit hours

1. Professional Core 18 cr.

- EDFN-416 Cultural Pluralism and the Schools 3 cr.
- ELED-414 Principles of Curriculum Development..... 3 cr.
- ELED-430 Trends and Issues in Assessment 3 cr.
- INMD-410 Media Technology for Educators 3 cr.
- READ-402 Issues in Reading Instruction 3 cr.
- ELED-406 Research Skills for the Classroom Teacher 3 cr.

2. Concentration in Language Arts 18 cr.

- ELED-418 Theoretical Implications for the Elementary Classroom 3 cr.
- ELED-419 Current Issues in Elementary Language Arts Instruction 3 cr.
- LING-401 Fundamentals of Modern Linguistics
or
TESL-402 Principles of Linguistics for Teachers 3 cr.
- READ-425 Literature-based Reading Programs for the Elementary Classroom..... 3 cr.
- or
ELED-435 Literature for Intermediate and Middle School Students..... 3 cr.
- READ 414 Reading and Writing Processes..... 3 cr.
- ELED 417 Multicultural Literature and Drama in the Elementary Classroom 3 cr.

3. Certification Component. 15 cr.

- SPED 404 Survey of the Field of Special Education ... 3 cr.
- ELED 415 Interrelating Science and Math with Clinical Experience 3 cr.
(See Clinical Experiences and Student Teaching section for application procedures)
- ELED 416 Strategies of Teaching Social Studies and Language Arts with Clinical Experience. 3 cr.
(See Clinical Experiences and Student Teaching section for application procedures)
- ELED 429 Internship in Elementary Education. 6 cr.
(See Clinical Experiences and Student Teaching section for application procedures)

4. Oral Presentation

A final oral presentation scheduled in the final term of the completion of all coursework

5. Two research papers

One is required in ELED 406.

Requirements for the degree

Elementary Sequence: 36 credit hours

1. Professional Core 18 cr.

- EDFN 416 Cultural Pluralism and the Schools 3 cr.
- ELED 414 Principles of Curriculum Development..... 3 cr.
- ELED 430 Trends and Issues in Assessment 3 cr.
- INMD 410 Media Technology for Educators 3 cr.
- READ 402 Issues in Reading Instruction
or
READ 410 Teaching Reading in the Content Area..... 3 cr.
- ELED 406 Research Skills for the Classroom Teacher 3 cr.

2. Concentration in Language Arts 18 cr.

- ELED 418 Theoretical Implications for the Elementary Classroom 3 cr.
- ELED 419 Current Issues in Elementary Language Arts Instruction 3 cr.
- TESL 402 Principles of Linguistics for Teachers
or
TESL 414 Theories of Teaching English as a Second Language 3 cr.
- READ 425 Literature-based Reading Programs for the Elementary Classroom..... 3 cr.
- or
ELED 435 Literature for Intermediate/ Middle School Students..... 3 cr.
- READ 414 Reading and Writing Processes..... 3 cr.
- ELED 417 Multicultural Literature and Drama in the Elementary Classroom 3 cr.

3. Oral Examination

A final oral exam scheduled in the final term before graduation.

4. Two research papers

One is required in ELED 406.

SPECIAL CERTIFICATION PROGRAMS

Teacher Certification Program for Post-Baccalaureate Students

This program is designed for returning students with degrees in fields other than education who wish to obtain teaching certification in the following areas:

Early Childhood Education - Type 04 Certificate, Birth-Grade 3

Elementary Education - Type 03 Certificate, Grades K-9

Secondary Education - Type 09 Certificate, Grades 6-12

Art, Music Education, French, PE, Spanish, Standard Special Certificate – Type 10 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. Students who do not meet the minimum GPA requirements may appeal for conditional admission.
- Graduate Record Examination (GRE) score is required for applicants not having above a cumulative 3.0 G.P.A. in their undergraduate coursework. Those having a master's degree do not need to submit a GRE score.
- Passing score on Illinois Basic Skills Examination.

Bilingual/Bicultural Approval: Elementary education program students have the option of taking coursework leading to an approval in Bilingual/Bicultural Education. Contact: Dr. Joaquin Villegas, BLBC Coordinator.

NOTE: Returning students interested in Elementary Education certification 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 their program area advisor.

State teacher examinations: Program students must also pass the Illinois State Board of Education's Basic Skills Test and subject 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 TCP Advisor in CLS-2063.

Additional Information

Listed below are the required courses for the TCP Early Childhood 04 Certification Sequence. **There is no required general education coursework.**

EDFN-302	Philosophical and Historical Foundation of Early Childhood Education	3cr.
EDFN-303	Early Childhood Development	3cr.
OR		
ECED-402	Application of Learning Theories to Early Child- hood Education.....	3cr.
<hr/>		
ECED-301	Curriculum and Instruction in Early Childhood	3cr.
OR		
ECED-410	Curriculum Development in Early Childhood Education.....	3cr.
<hr/>		
ECED-316	Child, Family and Community	3cr.
OR		
ECED-407	Family, Child, and Teacher Interaction in Early Childhood Education.....	3cr.
<hr/>		
ECED-338	Developmental Assessment of Preschool Children.....	3cr.
OR		
ECED-403	Early Childhood Assessment	3cr.
<hr/>		
ECED-313	Language Development and Acquisition	
OR		
ECED-408	Language Acquisition and Intervention Strategies for Teachers of Young Children	3cr.
<hr/>		
<i>Note: TCP students have the option of taking 4 separate clinicals concurrent with methods coursework or one clinical experience offered only during the summer IB term. See your TCP advisor for further details and requirements.</i>		
ECED-328	Clinical Experiences in Early Childhood Education Infant-Toddler	1cr.
ECED-328T	Clinical Experiences in Early Childhood Education Preschool-KG and Primary-Technology Emphasis	1cr.
ECED-328M	Clinical Experiences in Early Childhood Education-Multicultural Emphasis	1cr.
ECED-328S	Clinical Experiences in Early Childhood Education Special Education	1cr.
OR		
ECED-411B	Practicum in Early Childhood Education (04 Certification)	3cr. (summer only)
<hr/>		
ECED-306	Methods of Teaching Reading in Early Childhood.....	3cr.
OR		
READ-416	Primary Reading Instruction.....	3cr.

ECED-352	Methods of Teaching Language Art, Music and Art in Early Childhood.....	3cr.
ECED-355	Methods of Teaching Mathematics, Science and Social Studies in Early Childhood	3cr.
ECED-329	Student Teaching in Early Childhood.....	9cr.
Elective: Choose one		
ECED-325	Literature for Young Children	3cr.
ECED-312	Teaching Strategies with Multi-cultural Groups	3cr.
Other elective (advisor approval needed).....		3cr.

Elementary Education Certification

Requirements:

Professional Sequence	39 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	Sociology
(except environmental studies)	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 certification with a concentration in Language Arts may instead pursue a Master of Arts in Teaching: Language Arts-Elementary. See the Language Arts program section in the Teacher Education Department in this catalog for admission and program requirements.

Music K-12 Certification

For information on the Music K-12 certification program, contact the Music Department.

Secondary Education Certification

Requirements:

Professional Sequence28 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

NOTE: Returning students interested in Secondary English certification may instead pursue a Master of Arts in Teaching: Language Arts-Secondary. See the Language Arts Program section in the Teacher Education Department in this catalog for admission and program requirements.

For Secondary Education a total of 50 credit hours of general education coursework is required. This includes six hours of written communication, three hours of oral communication, three hours of mathematics, nine hours of biological and physical science courses (including one lab), an English course, courses in U.S. history and American government, a non-Western/Third World course, and coursework in health/physical development.

Note: For descriptions of the respective professional sequences and major/minor coursework and prerequisites, please see pertinent sections of this catalog.

Appeal Process for TCP Program Admission

(Teacher Certification Program for Post-Baccalaureate Students) [formerly HB2207 Program]

Program applicants whose undergraduate transcripts indicate a cumulative grade point average below 2.5 on a 4.0 scale may appeal for conditional admission by submitting a letter of appeal and their scores from the Graduate Record Exam, which has been administered within the past five years. Students must have their GRE scores sent directly to the Teacher Certification Program Office from the testing service.

The Admissions, Retentions and Appeals Committee will review appeals and may invite applicants under consideration to an interview. Decisions regarding conditional admission will be based upon applicant's undergraduate GPA, GRE scores, rationale for admission, and student interview.

Students may not initiate an appeal and submit GRE scores (obtained through reexamination) more than twice.

Notification of conditional admission will be accompanied by the advisor's and/or A.R.A. Committee's identification of three 300/400 level courses, each of which must be completed with a grade of "B" or better. When the designated courses have been completed, it is the student's responsibility to submit to the Alternative Certification Office an up-to-date grade transcript verifying that this requirement has been met. Upon verification, the student will be removed from probation and directed to apply for admission to the College of Education.

Middle School Endorsement

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 secondary students 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 certification as teachers in Illinois will be eligible for the middle school endorsement by taking the following courses:

EDFN-418A Seminar in Development & Learning
Middle School: An Overview

AND

COUN-417 Seminar in Counseling: Current Topics in
School Counseling - Middle School

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, Assistant Professor, Communication, Media & Theatre
- ADEODU, RACHEL A., Ph.D., University of Alberta, Associate Professor, Teacher Education
- AFIFI, RASOUL, Ph.D., North Texas State University, Associate Professor, Management
- AKBARI, HAMID, Ph.D., Ohio State University, Distinguished Professor, Management
- AL-BAZI, SARGON JOHN, Ph.D., University of Manitoba, Professor, Chemistry
- ALVAREZ, RENE LUIS, Ph.D., University of Pennsylvania, Assistant Professor, Teacher Education
- ALVAREZ, WILFREDO JR., Ph.D., University of Colorado at Boulder, Assistant Professor, Communications, Media & Theatre
- AMBRIZ, KIMBERLY R., M.F.A., University of Iowa, Assistant Professor, Art
- AMEY-FLIPPIN, VICTORIA, Ph.D., University of Illinois (Urbana), Director, Accessibility Center
- AMOS, MAUREEN T., M.A., DePaul University, Director of Financial Aid
- ANDERSON, GREGORY W., Ph.D., University of California, Associate Professor, Physics
- ANDERSON, JACQUELINE, Ph.D., Loyola University of Chicago, Assistant Professor, Social Work
- ANDERSON, PAUL E., Ph.D., Wayne State University, Assistant Professor, Computer Science
- ANG, HELEN C., Ph.D., Southwestern Baptist Theological Seminary, Executive Director of the Office of University Budgets
- ANNARELLA, LORIE A., Ed.D., University of Pittsburgh, Associate Professor, Teacher Education
- ANTARAMIAN, ANNA A., M.F.A., New York University, Professor, Communication, Media and Theatre
- ARDIES, C. MURRAY, Ph.D., University of Texas at Austin, Professor, Health, Physical Education, Recreation and Athletics
- ARMATO, MICHAEL, Ph.D., New York University, 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, Assistant Professor, Educational Leadership and Development
- BAKER, BRADLEY, M.A., University of Chicago, Associate Professor, Dean of Libraries and Learning Resources
- BALSARA, NAUZER, Ph.D., Columbia University, Professor, Finance
- BANERJEE, ABHIJIT, Ph.D., University of Delaware, Assistant Professor, Geography and Environmental 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, Professor, Justice Studies and Women's Studies, and Special Assistant to the President
- BARNETT, TIMOTHY, Ph.D., Ohio State University, Associate Professor, English
- BEATY, LEE ALAN, Ph.D., University of Illinois (Chicago), Professor, Counselor Education
- BECKWITH, JOHN A., Ph.D., University of Michigan, Professor, Educational Leadership and Development
- BEDFORD, ROBERT E., M.S., University of Wisconsin-Oshkosh, Assistant Dean of Students
- BELL-JORDAN, KATRINA, Ph.D., Ohio University, Professor, Communication, Media and Theatre
- BENJAMIN, RUSSELL, Ph.D., University of Florida, Associate Professor, Political Science
- BENSON, SUZANNE, Ph.D., University of Illinois (Urbana-Champaign), Associate Professor, Educational Leadership and Development, Coordinator, Weekend Institute
- BERLIN, LAWRENCE N., Ph.D., University of Arizona, Professor, Teaching English as a Second/Foreign Language
- BETHEA, SHARON, Ph.D., University of Missouri at Columbia, Assistant Professor, Counselor Education
- BEYDA, SANDRA, Ph.D., Purdue University, Associate Professor, Special Education
- BISBEY, BRANDON, M.S., Tulane University of Louisiana, Assistant Professor, World Languages and Cultures (Spanish)

- BLACKBURN, THOMAS, M.S., Northeastern Illinois University, Coordinator, Math Development
- BOFMAN, THEODORA, Ph.D., University of Michigan, Professor, Teaching English as a Second/Foreign Language
- BOHR, LOUISE, Ph. D., University of Illinois (Chicago), Professor, Reading
- BOYLE, JOHN, Ph.D., University of Chicago, Assistant Professor, Linguistics
- BRELIAS, ANASTASIA, Ph.D., University of Colorado (Boulder), Assistant Professor, Teacher Education
- BROWN, DEON W., J.D., Loyola University of Chicago, Associate Director, Chicago Teacher's Center
- BROWN, JEFFREY M., J.D., The John Marshall Law School, University Counsel
- BROWN, KATHLEEN LEE, Ph.D., Purdue University, Assistant Professor, Special Education
- BROWN, STEVEN, Ph.D., Iowa State University, Professor, Educational Leadership and Development
- BRUCE, DEBRA, M.F.A., University of Iowa, Professor, English and Women's Studies
- BRYAN, GARY I., B. Arch., University of Illinois (Chicago), Director of Building Maintenance and Construction
- 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), Associate Professor, Educational Leadership and Development
- BYARD, VICKI, Ph. D., Purdue University, Professor, English and Women's Studies
- CAMBRAY, MIGUEL A., M.A., Northeastern Illinois University, Director, Latino Resource Center
- CANNON, ELLEN S., Ph.D., University of Massachusetts, Professor, Political Science and Women's Studies
- CAPEHEART, LORETTA, Ph.D., Texas Woman's University, Associate Professor, Justice Studies
- CARLSEN, ANTHONY, B.S., Northeastern Illinois University, Webmaster Coordinator, University Media Services
- CASEY, JOHN P., Ph.D., Loyola University Chicago, Assistant 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
- CHEN, HONG-GEE (ANDY), Ph.D., University of Tennessee, Assistant Professor, Accounting
- CHEN, MEI-LUNG, Ph.D., University of Florida, Associate Professor, Management
- CHEN, MEI-WHEI, Ph.D., Indiana University, Professor, Counselor Education
- CHEN, RING, Ph.D., C.P.A., University of Florida, Associate Professor, Accounting
- CHENAULT, LINDA, M. A., Northeastern Illinois University, Coordinator, Reading Development Program
- CHURCH, RUTH, Ph.D., University of Chicago, Professor, Psychology
- CIECIERSKI, CHRISTINA U., Ph.D., University of Illinois (Chicago), Associate Professor, Economics
- CIERNY, RONALD R., M.S., C.P.A., DePaul University, Acting Director, Internal Audit
- CLOONAN-CORTEZ, DENISE, Ph.D., University of Delaware, Distinguished Professor, World Languages and Cultures (Spanish)
- COFER, R. SHAYNE, Ph.D., University of Iowa, Professor, Music, Honors Faculty
- COFER, TANYA, Ph.D., The University of Georgia (Athens), Associate Professor, Mathematics
- COLAK, HUSEYIN, Ph.D., Indian University, Assistant Professor, Teacher Education
- COLEMAN, LORN B., M.S., Wayne State University, Director of Placement
- CORDELL, SARAH, D.A., University of Illinois, Assistant Professor, Mathematics
- CORTEZ, GABRIEL A., Ph.D., University of Illinois (Urbana), Assistant Professor, Education Leadership and Development
- COSENTINO, BARBARA, M.A., Saint Xavier University (Chicago), Assistant Director of Placement
- CURRIER, KENNETH F., Ph.D., University of Wisconsin-Madison, Associate Professor, Counselor Education
- CURTIS-PALMER, VERONICA A., Ph.D., University of Illinois (Chicago), Associate Professor, Chemistry
- DAUGHERTY-MARABLE, JAMIE Y., Ph.D., University of Illinois (Urbana), Director, Project Success
- DAVIS, LESA C., Ph.D., Southern Illinois University (Carbondale), Associate Professor, Anthropology, Honors Faculty

FACULTY AND ADMINISTRATION

DE BRUYN, MARTYN, Ph.D., Purdue University, Assistant Professor, Political Science

DE LA TORRES, MARIA EUGENIA, Ph.D., University of Oregon, Assistant Professor, Justice Studies

DHIENSIRI, NONT, Ph.D., University of Pittsburg, Assistant Professor, Finance

DOLAN, PAUL J. JR., Ph.D., Dartmouth College, Professor, Physics

DORAI, SUNDARAM, D.B.A., Mississippi State University, Associate Professor, Management & Marketing

DORESTANI, ALIREZA, Ph.D., University of Memphis, Assistant Professor, Accounting

DUGGAN, TIMOTHY, Ed.D., University of South Dakota, Assistant Professor, Teacher Education

DUKE, GENET, PH.D., South Dakota School of Mines & Technology, Assistant Professor, Earth Science

DUSTER, MURRELL, M.Ed., Loyola University (Chicago), Assistant Professor, Teacher Education, Associate Vice President and Dean for Diversity and Intercultural Affairs

DYKEMA-ENGLADE, AMANDA, Ph.D., Loyola University Chicago, Assistant Professor, Psychology

EAMES, ANGELES, Ph.D., Loyola University Chicago, Executive Director, Assessment & Institutional Studies

EISENBERG, ANDREW, Ph.D., University of Washington, Professor, History

EHRlich, DIANE B., Ph.D., University of Iowa, Professor, Educational Leadership and Development

ELSHAFIE, ESSAM, Ph.D., Kent State University, Assistant Professor, Accounting

ERBER, MAUREEN W., Ph.D., University of North Carolina, Professor, Psychology

EVERETT, KIMBERLY, M.Ed., Iowa State University, Director of African, African American Resource Center

EZE, CHIELOZONA, Ph.D., Purdue University, Associate Professor, English

FARMER, DAVID., Ph.D., Pennsylvania State University, Associate Professor, Psychology

FARZANEH, MATEO, M.A., California State University (Fullerton), Assistant Professor, History

FILIPP, ROBERT, M.B.A., Northern Illinois University, Director of Purchasing

FILUS, LIDIA Z., Advanced Degree, University of Warsaw, Professor, Mathematics

FRAIMAN, ANA, D.Sc., Technion-Israel Institute of Technology, Professor, Chemistry

FRANK, LAWRENCE P., Ph.D., Columbia University, Professor, Political Science, Provost and Vice President for Academic Affairs

FREDERICKS, JANET, Ph.D., Loyola University (Chicago), Professor, Educational Leadership and Development, Dean, The Graduate College

FULLER, LAURIE, Ph.D., University of Wisconsin - Madison, Professor, Women's Studies

FUNK, CHARLES A., Ph.D., Washington State University, Assistant Professor, Management and Marketing

GALLAGHER, RYAN, Ph.D., University of Illinois (Chicago), Assistant Professor, Economics

GARCIA, EMILY, Ph.D., University of Florida, Assistant Professor, English

GARRETON, MARIA TERESA, Ph.D., New York University, Professor, Teacher Education

GASKINS, SUZANNE, Ph.D., University of Chicago, Professor, Psychology

GAWRYCH, ELAINE, M.L.S., Rosary College, Assistant Professor, Library

GAYTAN, FRANCISCO XAVIER, Ph.D., New York University, Assistant Professor, Social Work

GEARY, JOHN S., Ph.D., University of California (Berkeley), Associate Professor, Foreign Languages & Literature (Spanish)

GEDDES, PAMELA, Ph.D., University of Chicago, Assistant Professor, Biology

GEORGAKIS, CHRISTINE, Ph.D., Illinois Institute of Technology, Professor, Computer Science

GIBLIN, NAN J., Ph.D., Loyola University (Chicago), Professor, Counselor Education

GIDEA, MARIAN, Ph.D., State University of New York at Buffalo, Distinguished Professor, Mathematics

GIL-GARCIA, ANA, Ed.D., Western Michigan University, Professor, Educational Leadership and Development

GILLETTE, MAUREEN D., Ph.D., University of Wisconsin (Madison), Dean, College of Education

GOMEZ, CHRISTINA, Ph.D., Harvard University, Associate Professor, Sociology and Latino & Latin American Studies

GRAMMENOS, DENNIS, Ph.D., University of Illinois (Urbana), Associate Professor, Geography and Environmental Studies

GREEN, DAVID, M.S., DePaul University, Associate University Librarian

GREENBURG, BRADLEY, Ph.D., State University of New York (Buffalo), Associate Professor, English

GWANYAMA, PHILIP WAGALA, Ph.D., University of Wisconsin, Madison, Professor, Mathematics

GULLI, YVONNE, M.A., Northeastern Illinois University, Director, Academic Advisement and Testing Center

- GUTIERREZ, CHARLETTA, Ph.D., University of North Texas, Associate Professor, Accounting, Business Law and Finance
- HAGEMAN, JON B., Ph.D., Southern Illinois University - Carbondale, Associate Professor, Anthropology
- HAHN, KATE, Ph.D., University of Illinois (Urbana), Director, Center for Academic Writing
- HAHS, SHARON K., Ph.D., University of New Mexico, President of the University, Professor, Chemistry
- HALLETT, RICHARD W., Ph.D., University of South Carolina, Professor, Linguistics
- HAND, KAREN E. Ed.D., Northern Illinois University, Assistant Professor, Health, Physical Education, Recreation and Athletics
- HANSEN, EDMUND J., Ph.D., Indiana University (Bloomington), Director of the Center for Teaching and Learning
- HAO, YI, Ph.D., State University of New York at Buffalo, Associate Professor, Teacher Education
- HARRING-HENDON, JANICE, Ph.D., University of Minnesota, Associate Vice President of Enrollment Services
- HEATH, TRAVIS, DMA, Rutgers University, Assistant Professor, Music
- HEITZINGER, ROBERT, D.Mus, Northwestern University, Assistant Professor, Music
- HIETAPELTO, AMY B., Ph.D., University of Minnesota, Associate Professor, Management & Marketing, Dean, College of Business and Management
- HIGGINBOTHAM, RODNEY G., M.F.A., Southern Illinois University (Carbondale), Professor, Communication, Media and Theatre
- HILL, JEFFREY S., Ph.D., University of Rochester, Professor, Political Science
- HO, PEGGY, M.B.A., Eastern New Mexico University, Director of Financial Affairs/Controller
- HOAGLAND, SARAH, Ph.D., University of Cincinnati, Distinguished Professor, Philosophy and Women's Studies
- HOBERG, THOMAS, Ph.D., University of Chicago, Professor, English
- HOEPEL, JOHN R., Ph.D., Loyola University, Professor, Student Services, Director of the Counseling Center
- HOLLAND, NICOLE, Ph.D., The Graduate School and University of N.Y., Associate Professor, Educational Leadership and Development
- HOLLIS-SAWYER, LISA, Ph.D., University of Akron, Associate Professor, Psychology and Women's Studies
- HOWENSTINE, ERICK J., Ph.D., University of Washington (Seattle), Professor, Geography and Environmental Studies and International/Intercultural Studies
- HUNT, SANDRA, Ph.D., University of North Carolina, Associate Professor, English
- HURT, PHYLLIS, D.M.A., University of Illinois (Urbana), Professor, Music
- IACOBELLI, FRANCISCO, M.S., DePaul University, Assistant Professor, Computer Science
- ILLIAN, LOUISE M., M.P.A., University of South Florida, Director of Sponsored Programs
- JENNINGS, JOYCE H., Ed.D., National-Louis University, Professor, Reading
- JIANG, JIANFENG, Ph.D., University of Mississippi, Assistant Professor, Marketing
- JOHNSON, BROOKE, Ph.D., University of California (Riverside), Assistant Professor, Sociology
- JOHNSON, ZADA, Ph.D., University of Chicago, Assistant Professor, Inner City Studies
- JOHNSTON, CRAIG, Ph.D., Ohio State University, Assistant Professor, Counselor Education
- JONAITIS, DAVID V., M.A., Northeastern Illinois University, Associate Vice President for Financial and Administrative Affairs
- KAISER, EILEEN, Ph.D., University of Wisconsin, Assistant Professor, Teacher Education
- KANE, MICHÈLE, Ed.D., Loyola University Chicago, Associate Professor, Special Education
- KAPLAN-WEINGER, JUDITH, Ph.D., Georgetown University, Professor, Linguistics
- KARR, JO ANN, Ed.D., Northern Illinois University, Professor, Teacher Education
- KASMER, JOHN M, Ph.D., University of Michigan, Associate Professor, Biology
- KEELEN, FELICIA, M.A., University of Connecticut, Director of Student Union
- KELLY, MICHAEL, Ed.D., College of William and Mary, Dean of Students
- KIM, HEUNG, Ph.D., Northwestern University, Professor, Computer Science
- KIM, JIN, J.D., Washington University (St. Louis, MO), Assistant Professor, Social Work
- KIM, JULIE H., Ph.D., University of Michigan, Professor, English and Women's Studies
- KIMBLE, MARY, Ph.D., Indiana University, Associate Professor, Biology
- KIMMEL, PETER G., Ph.D., University of Chicago, Professor, Computer Science

FACULTY AND ADMINISTRATION

- KOFFMAN, ELAINE, Ph.D., Northwestern University, Associate Professor, Educational Leadership and Development
- KORKATSCH-GROSZKO, MARIA, Ph.D., Loyola University (Chicago), Professor, Teacher Education
- KOURVETARIS, ANDREW G., Ph.D., Columbia University (New York), Assistant Professor, Sociology
- KREHBIEL, ERIKA, M.A., Milliken University, Assistant Vice President, Media Relations
- KRISSEK, THOMAS, M.B.A., C.P.A., Loyola University (Chicago), Assistant Professor, Accounting
- KRITIKOS, EFFIE P., Ph.D., University of Illinois (Chicago), Professor, Special Education
- LAMBERT, THOMAS, B.A., Benedictine University, Director, Bursar Services
- LANDERHOLM, ELIZABETH, Ed.D., Northern Illinois University, Professor, Teacher Education
- LEAMAN, DAVID E., Ph.D., Cornell University, Associate Professor, Political Science
- LESSEN, ELLIOTT, Ph.D., University of Florida, Associate Dean, College of Education
- LETTOW, JESSICA, R.N., M.S., University of Illinois (Chicago), Director of Health Services
- LI, JIAN, Ph.D., Purdue University, Assistant Professor, Management
- LIBRETTI, TIMOTHY R., Ph.D., University of Michigan, Professor, English and Women's Studies
- LIS, RENATA, M.B.A., Northeastern Illinois University, Assistant to the Provost
- LLACUNA, FLORA, M.A., Northeastern Illinois University, Coordinator of Student Enrichment Programs
- LOMBARDI, LUCIA P., Ph.D., The University of Chicago, Associate Professor, World Languages and Cultures (Spanish)
- LOPEZ, DANIEL, JR., Ph.D., Illinois State University, Dean, Academic Development
- LOPEZ-CARRASQUILLO, ALBERTO, Ph.D., University of North Texas, Assistant Professor, Teacher Education
- LOUCOPOULOS, CONSTANTINE, Ph.D., University of North Texas, Associate Professor, Management
- LUEDKE, TRACY, Ph.D., Indiana University, Associate Professor, Anthropology
- LYON, JAMES C., JR., M.A., University of Central Florida (Orlando), Director, Public Safety
- MACH, ELYSE J., Ph.D., Northwestern University, Distinguished Professor, Music
- MADDA, CHRISTINA, Ph.D., University of Illinois (Chicago), Assistant Professor, Reading
- MAHOOTIAN, SHAHRZAD, Ph. D., Northwestern University, Professor, Linguistics
- MAKRIS, ELENI, Ph.D., University of Chicago, Associate Professor, Educational Leadership and Development
- MANDRELL, NELSON E., D.M.A, University of Illinois, Associate Professor, Music
- MASINI, BLASE E., Ph.D., Loyola University Chicago, Director of Institutional Research
- MASO, MARTA E., M.A., Northeastern Illinois University, Director of Human Resources
- MATTHEWS, NANCY A., Ph.D., University of California (Los Angeles), Associate Professor, Justice Studies and Women's Studies
- MATUS, RICHARD R., B.S., DePaul University, Safety Coordinator, Facilities Management
- McCONNELL, ANTOINETTE, M.A., Loyola University, Assistant Dean of Students
- McGOEY, MARY ELLEN, Ph.D., University of Wisconsin (Madison), Associate Professor, World Languages and Cultures (French)
- McKERNIN, MARK, M.F.A., University of Illinois (Chicago), Professor, Art
- MEINERS, ERICA R., Ph.D., Simon Fraser University, Professor, Educational Leadership and Development
- MELIAN, CARLOS, M.S., University of Illinois (Urbana-Champaign), Assistant Professor, Library
- MELTON, MARK E., Ed.D., George Washington University, Associate Professor, Special Education
- MERCHANT, CHRISTOPHER, Ph.D., University of Michigan, Assistant Professor, Psychology
- MERRICK, MELINDA, Ph.D., University of Illinois (Urbana), Assistant Professor, Geography and Environmental Studies
- MICHEL, PATRICIA R., M.S., National Louis University, Assistant Director of Human Resources
- MIHIC, SOPHIA J., PH.D., The John Hopkins University, Associate Professor, Political Science, Honors Faculty
- MIHIR, MONIKA, Ph.D., University of Memphis, Assistant Professor, Geography & Environmental Studies
- MILLER, CHRISTIE, M.M., DePaul University, Artistic Director, Mostly Music at NEIU
- MILLER, PATRICK B., Ph.D., University of California (Berkeley), Professor, History
- MILOVANOVIC, DRAGAN, Ph.D., State University of New York at Albany, Distinguished Professor, Justice Studies
- MILSKY, DANIEL J., Ph.D., University of Illinois at Chicago, Associate Professor, Philosophy

- MITINA, ANNA, Ph. D., K'harkov State University, Russia,
Professor, Mathematics
- MORAN, CYNTHIA, M.F.A., Northwestern University,
Associate Professor, Communication, Media and
Theatre
- MORENO, GERARDO, Ph.D., University of North Texas,
Associate Professor, Special Education
- MORGAN, FRANCESCA, Ph.D., Columbia University,
Associate Professor, History
- MORROW, MICHELLE D., M.A., Northeastern Illinois
University, Director of Scholarships/Retention
- MUBAYI, ANUJ, Ph.D., Arizona State University, Assistant
Professor, Mathematics
- MUN, SEUNG-HWAN, Ph.D., University of Texas (Austin),
Assistant Professor, Communication, Media & Theatre
- MUNGRE, SHUBHANGEE, Ph.D., The Maharaja Sayajiran
University of Baroda, Associate Professor, Biology
- MUSHI, SELINA LESIAKI PROSPER, Ph.D. University of
Toronto, Associate Professor, Teacher Education
- NAIMIPOUR, KUMARSS, Ph.D., University of Illinois
(Chicago), Associate Professor, Computer Science
- NAUMAN, APRIL D., Ph.D., University of Illinois (Chicago),
Associate Professor, Teacher Education
- NEAL, PHILLIP, J.D., M.A.S., C.P.A., Southern Illinois
University, Assistant Professor, Accounting and
Business Law
- NEAPOLITAN, RICHARD, Ph.D., Illinois Institute of
Technology, Professor, Computer Science
- NEDDENRIEP, GREGORY, Ph.D., University of Tennessee,
Assistant Professor, Political Science
- NGWE, JOB, Ph.D., University of Illinois (Chicago),
Associate Professor, Social Work
- NICHOLSON, KENNETH, Ph.D., University of Michigan,
Assistant Professor, Chemistry
- NIEVES, ANA C., Ph.D., University of Texas (Austin),
Assistant Professor, Art
- NJOGU, WAMUCII, Ph.D., University of Wisconsin
(Madison), Associate Professor, Sociology and Dean,
College of Arts & Sciences
- NOOR, OZAI, M.S., Northeastern Illinois University,
Director, Network and Distributed Services
- NTIHIRAGEZA, JEANINE, Ph.D., University of Chicago,
Assistant Professor, Teaching English as a Second/
Foreign Language, Coordinator of English Language
Program
- NYADROH, EMMANUEL, Ph.D., Northwestern University,
Assistant Professor, Accounting
- OCASIO-COLLAZO, MIRIAM, M.S., Northern Illinois
University, Assistant Director, Financial Aid
- O'HARA, PAUL P., Ph.D., University of California (Los
Angeles), Professor, Mathematics
- OKOSUN, THEOPHILUS, M.M.R.Sc. Catholic University of
Leuven, Belgium, Assistant Professor, Justice Studies
- OLFELT, JOEL P., Ph.D., University of Minnesota,
Associate Professor, Biology
- ORTIZ, VICTOR, Ph.D., Stanford University, Associate
Professor, Anthropology
- OTTO, BEVERLY, Ph.D., Northwestern University,
Professor, Teacher Education
- OVER, KRISTEN L., Ph.D., University of California,
Associate Professor, English, Honors Faculty
- OWEN III, HENRY, M.L.I., Dominican University, Assistant
Professor, Library
- PANDYA, ANIL M., Fellow, Indian Institute of Management,
Ahmedabad, Professor, Marketing
- PARIZA, JANET L., Ph.D., Northern Illinois University,
Associate Professor, Teacher Education
- PARK, KYU Y., Ph.D., Loyola University (Chicago),
Associate Director, International Programs
- PARRY, THOMAS, Ph.D., Indiana University, Assistant
Professor, Health, Physical Education, Recreation and
Athletics
- PELLER, JANE E., M.A., University of Chicago, Professor,
Social Work
- PEPPER, SHAYNE, M.A., University of Iowa, Assistant
Professor, Communications, Media and Theatre
- PEREZ, SULEYMA, M.A., Northeastern Illinois University,
Director, Government Relations
- PERINO, FRANK, Ph.D., Loyola University Chicago,
Associate Professor, Teacher Education
- PERLOW, OLIVIA N., Ph.D., Howard University, Assistant
Professor, Sociology ,and African & African American
Studies
- PETERS, VICTOR, M.B.A., Northern Illinois University,
Assistant Director, University Budgets
- PIERRE, KRISTINE, M.A., Ohio State University, Assistant
to the Vice-President, Student Life
- PISTORIO, CHARLES, Ph.D., Northwestern University,
Associate Professor, Counselor Education
- POLYASHUK, MARINA, Candidate of Science, Institute
of Control Sciences (Moscow), Associate Professor,
Mathematics
- POTEE, NANETTE, Ph.D., Southern Illinois University
(Carbondale), Associate Professor, Communication,
Media and Theatre

FACULTY AND ADMINISTRATION

- POTILLO, JEAN, M.S., Northeastern Illinois University,
Director, Administrative Information Systems
- PREZAS, PERICLES, Ph.D., Illinois Institute of Technology,
Assistant Professor, Computer Science
- PULIDO, ISAURA B., Ph.D., University of Illinois (Urbana),
Assistant Professor, Educational Inquiry and Curriculum
Studies
- QUINN, WILLIAM J., Ed.D., Boston University, Professor,
Health, Physical Education, Recreation and Athletics
- QUTUB, MUSA Y., Ph.D., Iowa State University, Professor,
Geography and Environmental Studies
- RANNEY, YASMIN, M.A., Northeastern Illinois University,
Director, Asian Global resource Center
- RAO, NARENDAR, Ph.D., University of Cincinnati,
Professor, Finance, Honors Faculty
- REINSCH, ROGER W., J.D., University of Missouri at
Columbia, Professor, Accounting, Business Law &
Finance
- REZVANIAN, RASOUL, Ph.D., Southern Illinois University
(Carbondale), Professor, Finance
- RIVERA, ANGELICA, Ph.D., University of Illinois (Urbana),
Director, Proyecto Pa'Lante
- ROGUS, JANALYN, Ph.D., Texas Women's University,
Associate Professor, Teacher Education
- ROMAN-LAGUNAS, VICKI, Ph.D., Florida State University,
Professor, World Languages and Cultures (Spanish) and
Women's Studies, Vice Provost
- ROSA, SUSAN., Ph.D., University of California (Berkeley),
Associate Professor, History
- RUECKERT, LINDA M., Ph.D., University of Chicago,
Associate Professor, Psychology
- RUBINOWITZ, EDIE, M.F.A., Harvard University, Assistant
Professor, Communication, Media and Theater
- RUMSCHLAG-BOOMS, EMILY, Ph.D., University of Illinois
at Chicago, Assistant Professor, Biology
- RUSTAGI, RAKESH K., Ph.D., Ohio State University,
Associate Professor, Mathematics
- RUTSCHMAN, DAVID H., Ph.D., University of New
Mexico, Professor, Mathematics, Associate Dean,
College of Arts and Sciences
- SACIC, VIDA, B.A., Marian University (Indianapolis),
Assistant Professor, Art
- SANABRIA, ROBERTO, Ed.D., National-Louis University,
Director of University Outreach and Equal Employment
- SANBORN, KIMBERLY, Ph.D., University of Illinois
Chicago, Director, McNair Grant
- SANDERS, LAURA, Ph.D., Kent State University,
Professor, Earth Science
- SANDOVAL, JANET, M.A., Northeastern Illinois University,
Director of Non-Traditional Degree Programs
- SANTANA, ESTHER, Ph.D., University of Chicago,
Associate Professor, World Languages and Cultures
(Spanish)
- SASZIK, SHANNON, Ph.D., University of Texas, Assistant
Professor, Psychology
- SCHERMAN, TIMOTHY H., Ph. D., Duke University,
Distinguished Associate Professor, English and
Women's Studies
- SCHIFFMAN, ZACHARY, Ph.D., University of Chicago,
Professor, History
- SCHIRMER, AARON, Ph.D., Northwestern University,
Assistant Professor, Biology
- SCHMELLER, MARK, Ph.D., University of Chicago,
Associate Professor, History
- SCHROEDER, CHRISTOPHER, Ph.D., University of
Louisiana, Professor, English
- SCHROEDER-RODRIGUEZ, PAUL, Ph.D., Stanford
University, Professor, World Languages and Cultures
(Spanish)
- SCHUEPFER, THERESE, Ph.D., Memphis State University,
Professor, Psychology
- SCHUITEMA, JOAN E., M.L.S., University of Illinois
(Urbana), Assistant Professor, Library
- SCHULTZ, BRIAN, Ph.D., University of Illinois at Chicago,
Associate Professor, Educational Leadership and
Development, Honors Faculty
- SCHWARZBAUM, SARA E., Ed.D., Northern Illinois
University, Associate Professor, Counselor Education
- SCOTT, SHARON, M.L.S., University of Pittsburgh,
Assistant Professor, Library
- SEGURA-HERRERA, THERESA A., Ph.D., University of
Wisconsin, Assistant Professor, Counselor Education
- SHUB, ALLEN N., Ph.D., Loyola University (Chicago),
Professor, Management, Associate Provost
- SIEGER, WILLIAM, Ph.D., University of Illinois, Associate
Professor, Art
- SINGH, SURESH, M.B.A., Asian Institute of Technology
(Thailand), Assistant Professor, Management and
Marketing
- SLATE, JENNIFER E., Ph.D., University of Louisville,
Associate Professor, Biology
- SMITH, KATHERINE A., Ph.D., University of Wisconsin,
Associate Professor, Teacher Education
- SPECHT, MATTHEW, M.A., Central Michigan University,
Director, Campus Recreation

- SPERRAZZA, ROSE, D.M.A. University of Wisconsin,
Associate Professor, Music
- SRINIVAS, SUDHA, Ph.D., State University of New York
(Albany), Associate Professor, Physics, Honors Faculty
- STACK, WENDY M., M.S., McMaster University (Hamilton,
Ontario), Director, Chicago Teacher's Center
- STALL, SUSAN, Ph.D., Iowa State University, Professor,
Sociology and Women's Studies
- STANLEY, JADE, Ed.D., Northern Illinois University,
Associate Professor, Social Work and Women's Studies
- STARKS, ROBERT, M.A., Loyola University (Chicago),
Associate Professor, Inner City Studies Education
- STEINWEDEL, CHARLES, Ph.D., Columbia University,
Associate Professor, History
- STIFLER, VENETIA, Ph.D., The Union Institute, Professor,
Music (Dance)
- STIRLING, TERRY, Ph.D., Loyola University (Chicago),
Professor, Educational Leadership and Development,
Associate Dean, College of Education
- STOCKDILL, BRETT C., Ph.D., Northwestern University,
Associate Professor, Sociology, Latino & Latin American
Studies and Women's Studies
- STOJKOVIC, EMINA, Ph.D., University of Chicago,
Assistant Professor, Biology
- STONE, WILLIAM, Ph.D., Northwestern University,
Associate Professor, Teaching English as a Second/
Foreign Language
- STUART, EDWARD F., Ph.D., University of Oklahoma,
Professor, Economics and International/Intercultural
Studies
- STUART, MOIRA E, Ph.D., Oregon State University,
Associate Professor, Health, Physical Education,
Recreation and Athletics
- SZTAJNBERG, MARCELO O., Ph.D., State University of
New York, Associate Professor, Computer Science
- TAKAHASHI, MASAMI, Ph.D., Temple University,
Associate Professor, Psychology
- TANG, SUSAN S., D.M.A., Manhattan School of Music,
Assistant Professor, Music
- TEUBER, JONATHAN P., M.A., Northeastern Illinois
University, Assistant Director, Sponsored Programs
- THILL, MARY C., M.L.S., Dominican University, Assistant
Professor, Library
- THOMAS, JOHN, Ph.D., University of Wyoming, Associate
Professor, Biology
- THOMPSON, ANDERSON, Ph.D., Union Graduate School,
Professor, Inner City Studies Education
- THOMPSON, MARSHALL W., Ph.D., Washington
University in St. Louis, Assistant Professor, Political
Science
- TOFFOLO, CRIS, Ph.D., University of Notre Dame,
Professor, Justice Studies
- TOKIC, STIJEPKO, J.D., Texas Southern University,
Assistant Professor, Business Law
- TRACY, KIM, M.S., Stanford University, Executive Director,
University Computing
- TRUTY, DANIELA C., Ed.D., Northern Illinois University,
Associate Professor, Educational Leadership and
Development
- TSONCHEV, STEFAN, Ph.D., Columbia University,
Assistant Professor, Chemistry
- TUCK, MICHAEL, Ph.D., Northwestern University,
Associate Professor, History
- UMEH, ADA, M.A., Loyola University (Chicago), Assistant
to the Dean and Coordinator of Graduate Admissions
and Financial Support
- VACA, SANTIAGO M., M.F.A., University of Arizona,
Assistant Professor, Art
- VALENTIN, LUVIA, M.A., Northeastern Illinois University,
Assistant Director of Proyecto Pa' Lante and Project
Success
- VAMARASI, MARIT, Ph.D., Cornell University, Professor,
Teaching English as a Second/Foreign Language
- VAZZANO, JOANNE, Ph.D., Oakland University, Associate
Professor, Reading
- VILLA, DARIO J., M.S., University of Illinois (Urbana),
Associate Professor, Library
- VILLATE-MILLER, ANA, M.A., Northeastern Illinois
University, Assistant to the Provost
- VILLEGAS, JOAQUIN, Ph.D., University of Notre Dame,
Associate Professor, Teacher Education
- VOGLESONGER, KENNETH M., Ph.D., Arizona State
University, Assistant Professor, Earth Science
- WALLIS, LISA C., M.S., University of Illinois (Urbana),
Associate Professor, Library
- WEAVER, THOMAS R., Ph.D., Northwestern University,
Assistant Professor, Chemistry
- WEBER, ELFRIEDE, M.A., Northeastern Illinois University,
Director, Child Care Center
- WEINBERG, MICHAEL D., M.S., University of Illinois,
Professor, Library
- WEINTRAUB, JANE, M.F.A., University of Wisconsin
(Madison), Professor, Art
- WENZ MICHAEL, Ph.D., University of Illinois (Chicago),
Assistant Professor, Economics

FACULTY AND ADMINISTRATION

WHEELER, DUREEN, Ph.D., Ohio State University,
Associate Professor, Educational Leadership and
Development

WHITE, HARRY S., Ph.D., Northwestern University,
Professor, English

WILCOCKSON, MARK, M.B.A., C.P.A., University of
Illinois (Springfield), Vice President for Finance and
Administration

WILLIAMS, JERMAINE F., Ed.D., Temple University
(Philadelphia), Assistant Dean, Academic Development

WILLIAMS, LANCE, Ph.D., University of Illinois (Chicago),
Associate Professor, Inner City Studies Education,
Assistant Director, Jacob H. Carruthers Center for Inner
City Studies

WOLK, STEVEN, Ed.D., National-Louis University,
Associate Professor, Teacher Education

WONG-LO, MICKIE, Ph.D., University of North Texas,
Assistant Professor, Special Education

WORRILL, CONRAD, Ph.D., University of Wisconsin
(Madison), Professor, Inner City Studies Education,
Director, Jacob H. Carruthers Center for Inner City
Studies

WRINKLE, NANCY C., Ph.D., Columbia University (New
York), Associate Professor, Mathematics

XIAN, CHUNWEI, Ph.D., Shandong University (China),
Assistant Professor, Accounting

XU, SHENCHENG, M.F.A., Maryland Institute, Associate
Professor, Art

XU, QIUMEI, PH.D., University of California (Irvine),
Assistant Professor, Management

YASUTAKE, DAVID, Ph. D., University of Illinois (Chicago),
Professor, Special Education

YEN, AI-RU, Ph.D, University of Maryland, Assistant
Professor, Accounting

YOON, MYUNG-HO, Ph.D., University of Houston,
Professor, Accounting

YTURRIAGO, JUDITH, Ph.D., University of Illinois
(Chicago), Assistant Professor, Teacher Education

ZANCA, RUSSELL, Ph.D., University of Illinois (Urbana-
Champaign), Professor, Anthropology

ZENG, ZHONGGANG, Ph. D., Michigan State University,
Distinguished Professor, Mathematics

EMERITI

- ADDISON, KENNETH, Ph.D., University of Wisconsin (Madison), Associate Professor, Educational Leadership and Development
- AMBARDAR, ANITA KAK, Ph.D., Purdue University, Professor, Reading
- ANDERSON, C. ALLEN, D.M.A., University of Illinois (Urbana), Professor, Music
- BALES, BARBARA, M.A., University of Northern Colorado, Associate Professor, Student Services, Counselor
- BARBER, CHARLES M., Ph.D., University of Wisconsin (Madison), Professor, History
- BARNES, WILLIAM T., Ph.D., Tulane University, Professor, Biology
- BARNETT, VIRGINIA J., M.M., Roosevelt University, Assistant Professor, Music
- BATES, ALLAN, Ph.D., University of Chicago, Professor, English
- BAXTER, JEANNE, Ph.D., Northwestern University, Professor, Educational Leadership and Development
- BECKER, LOUIS, Ph.D., Illinois Institute of Technology, Professor, Computer Science
- BEHRENDT, BARBARA, M.A., University of Chicago, Assistant Professor, Student Services, Counselor
- BELICA, MICHAEL, Ed.D., Indiana University, Professor, Teacher Education
- BELL, MARY ANNE, Ed.D., Loyola University (Chicago), Professor, Special Education
- BERCIK, JANET T., Ed.D., Northern Illinois University, Professor, Teacher Education
- BERNSTEIN, DOROTHY, Ph.D., Northwestern University, Associate Professor, Special Education
- BERRIDGE, WAYNE, Ed.D., Indiana University, Professor, Reading
- BETANCES, SAMUEL, Ed.D., Harvard University, Professor, Sociology
- BEVERLY, SHERMAN, JR., Ph.D., Northwestern University, Professor, Teacher Education
- BEVINGTON, GARY L., Ph.D., University of Massachusetts, Professor, Linguistics and International/Intercultural Studies
- BLACK, SOPHIE K., M.S., Columbia University, Professor, Library, Associate University Librarian for Public and Personnel Services
- BOWERS, MARY W., Ph.D., University of Minnesota, Professor, Counselor Education
- BRACKEN, THOMAS J., M.A., San Francisco State University, Assistant Professor, English
- BRADLEY, CLYDE, Ed.D., Northern Illinois University, Professor, Educational Leadership and Development
- BREWER, RICHARD H., Ph.D., University of Chicago, Professor, Educational Leadership and Development
- BRODSKY, GARY H., Ph.D., University of Nebraska, Associate Professor, English
- BROGLY, EDWARD R., Ph.D., University of Iowa, Professor, Counselor Education
- BROMMEL, BERNARD J., Ph.D., Indiana University, Professor, Speech and Performing Arts
- BULUCOS, DONALD J., M.F.A., School of the Art Institute of Chicago, Professor, Art
- BURGER, MARY LOUISE, Ed.D., Northern Illinois University, Professor, Teacher Education and International/Intercultural Studies
- CARL, MICHAEL E., Ph.D., University of Oregon, Professor, Educational Leadership and Development
- CARLSON, JEAN, Ph.D., Northwestern University, Professor, Educational Leadership and Development
- CARRUTHERS, IVA, Ph.D., Northwestern University, Professor, Sociology
- CHRISTENSEN, LOUISE E., M.A., Northwestern University, Associate Professor, Physical Education
- CHUNG, SIMON, Ph.D., Illinois Institute of Technology, Associate Professor, Biology
- CLARKE, KINGSLEY, J.D., University of Iowa, Assistant Professor, Justice Studies
- CLARKSON, MILLER B., M.S., Texas A&M University, Associate Professor, Physics
- COLEMAN, NANNETTE, M.A., Northwestern University, Assistant Professor, Foreign Languages and Literatures (German)
- COMBS, RONALD T., D.M., Northwestern University, Professor, Music
- COOK, BARBARA A., J.D., John Marshall Law School, Assistant Professor, Educational Leadership and Development
- CREELY, DANIEL, Ed.S., Ball State University, Professor, Health, Physical Education, Recreation and Athletics
- CROPPER, BARBARA, M.A., University of Chicago, Associate Professor, Anthropology
- DAYTON, BARRY H., Ph.D., University of Southern California, Professor, Mathematics
- DIERICKX, C. WALLACE, Ph.D., Northwestern University, Professor, Geography and Environmental Studies

- DOEHLER, ROBERT W., Ph.D., University of Illinois (Urbana), Professor, Earth Science
- DOLEZAL, HUBERT, Ph.D., Cornell University, Professor, Psychology
- DUNDIS, STEVE, Ph.D., University of Iowa, Associate Professor, Educational Leadership and Development
- EGAN, ROSEMARY W., Ph.D., St. Louis University, Professor, Special Education
- ELLISON, EMILY W., M.A., Wellesley College, Instructor, Linguistics
- ENGELHARDT, OLGA E., Ph.D., Columbia University, Professor, Management
- ETTEN, JOHN, Ed.D., Loyola University (Chicago), Professor, Elementary Education
- FAIRES, DENA M., Ph.D., Northwestern University, Professor, Speech and Performing Arts
- FANSLOW, DON J., Ph.D., Indiana University, Professor, Biology
- FAREED, AHMED A., Ph.D., University of Chicago, Professor, Reading
- FIEDLER, ELLEN, Ph.D., University of Wisconsin, Professor, Special Education
- FIELDS, BETTY, M.P.E.H., University of Florida, Assistant Professor, Health, Physical Education, and Athletics
- FLENER, FREDERICK O., Ph.D., University of Illinois (Urbana), Professor, Teacher Education
- FREDERICK, DUKE, Ph.D., University of Chicago, Professor, History
- FREIBERG, LEWIS, Ph.D., University of Kentucky, Professor, Economics
- FRIEDMAN, SERAFIMA, M.A., University of Chicago, Associate Professor, Foreign Languages and Literatures (Russian)
- FRUEHLING, JAMES, Ph.D., Northwestern University, Professor, Counselor Education
- GALLAGHER, VALERIE Z., M.Ed., Chicago Teachers College, Assistant Professor, Biology
- GALASSI, BATTISTA J., Ph.D., University of Southern California, Professor, Foreign Languages and Literatures (Spanish)
- GEISSAL, MARY ANN, M.A., Northeastern Illinois University, Assistant Professor, Linguistics
- GEREN, DONALD, M.B.A., DePaul University, Professor, Accounting, Business Law, and Finance
- GILBERT, ROBERT L., Ph.D., Illinois Institute of Technology, Professor, Physics
- GILLIES, JEAN, Ph.D., Northwestern University, Professor, Art
- GLICK, RONALD, D. Crim., University of California (Berkeley), Professor, Sociology
- GOLDBLATT, PHYLLIS K., Ph.D., University of Chicago, Professor, Educational Leadership and Development and International/Intercultural Studies
- GOLDEN, CORINNE, D.Min., Chicago Theological Seminary, Professor, Justice Studies and Women's Studies
- GORAN, RUTH, M.S.A., C.P.A., Roosevelt University, Associate Professor, Accounting
- GREEN, NANCY, Ph.D., Northwestern University, Professor, Educational Leadership and Development and Women's Studies
- GREENE, ETHEL J., Ed.D., University of Illinois (Urbana), Professor, Teacher Education
- GUYSENIER, MAURICE G., Ph.D., Northwestern University, Professor, Teacher Education
- HAAS, RAOUL R., M.A., Northwestern University, Associate Professor of Education
- HALL, DENNIS M., Ph.D., University of Washington, Professor, Biology
- HARRISON, S. LORENZO, Ph.D., Indiana University, Professor, History
- HASKELL, JOHN F., Ed.D., Columbia University, Professor, Linguistics
- HAWLEY, JANE S., Ph.D., Northwestern University, Professor, Counselor Education
- HEADLEY, BERNARD, Ph.D., Howard University, Professor, Criminal Justice
- HEMMER, GERALDINE, Ph.D., Illinois Institute of Technology, Associate Professor, Mathematics
- HESLER, RICHARD, M.A., University of Iowa, Professor, Speech and Performing Arts
- HIESHIMA, JOYCE A., Ph.D., Northwestern University, Professor, Reading
- HIGGINBOTHAM, RICHARD, M.A., University of Illinois (Chicago), Associate Professor, Library
- HILFMAN, TILLIE, M.A., Northeastern Illinois University, Assistant Professor, Early Childhood Education
- HOFER, H. DURWARD, Ph.D., Northwestern University, Professor, Management
- HOFFMAN, DONALD L., Ph.D., New York University, Professor, English
- HOSTETLER, FRANK C., H.S.D., Indiana University, Professor, Health, Physical Education, Recreation, and Athletics
- HOWARD, C. JERIEL, Ph.D., Texas Christian University, Professor, English

- HUDSON, RANDOLPH H., Ph.D., Stanford University, Professor, English
- HUNT, EDMUND B., Ph.D., Ohio State University, Professor, Special Education
- HUSAIN, ASAD, Ph.D., University of Minnesota, Professor, Political Science
- INBODY, NOAH M., Ed.D., Northern Illinois University, Professor, Counselor Education
- JACOBSON, ANITA, M.Ed., National College of Education, Assistant Professor, Special Education
- JAMES, KENNETH, Ph.D., Northwestern University, Associate Professor, Special Education
- JENSEN, ANNA-LISE, Ph.D., University of Illinois (Chicago), Associate Professor, Mathematics
- JOLLY, JULIO, M.A., Roosevelt University, Assistant Professor, Foreign Languages and Literatures (Spanish)
- KAMAU, L. JAYNE, Ph.D., University of Chicago, Professor, Anthropology and International/Intercultural Studies
- KIANG, YING-CHENG, Ph.D., Columbia University, Professor, Geography and Environmental Studies
- KIRK, R. BRUCE, Ph.D., Purdue University, Professor, Psychology
- KLEIN, DORETTE, M.A., DePaul University, Assistant Professor, Foreign Languages and Literatures (French)
- KNEPLER, MYRNA C., Ph.D., Illinois Institute of Technology, Professor, Linguistics
- KOO, JOO, Ph.D., Ohio State University, Professor, Mathematics
- KRUEGER, MARCELLA, M.A., Columbia University, Associate Professor, Early Childhood Education
- KRUMP, JACQUELINE, Ph.D., Northwestern University, Professor, English
- LaBUDDE, C. DONALD, Ph.D., New York University, Professor, Computer Science
- LAMP, HERBERT F., Ph.D., University of Chicago, Professor, Biology
- LAWSON, COURTNEY B., M.A., University of Chicago, Associate Professor, English
- LAZOW, ALFRED, Ed.D., Boston University, Professor, Elementary Education
- LEAFMAN, JOAN, Ph.D., Northwestern University, Professor, Health, Physical Education, Recreation, and Athletics
- LEASE, BENJAMIN, Ph.D., University of Chicago, Professor, English
- LEHMANN, WILMA H., Ph.D., University of Illinois (Urbana), Professor, Biology
- LERNER, JANET, Ph.D., New York University, Professor, Special Education
- LERNER, JULES M., Ph.D., Johns Hopkins University, Professor, Biology
- LEVIN, MARIAN, M.Ed., Loyola University (Chicago), Assistant Professor, Library
- LINDMAN, MARGARET, Ed.D., Loyola University (Chicago), Professor, Teacher Education
- LOCKWOOD, JAMES R., Ph.D., University of Illinois (Urbana), Professor, Teacher Education
- LOOS, FRANK M., Ph.D., University of London, Professor, Psychology
- LOWENTHAL, BARBARA, Ed.D., Northern Illinois University, Professor, Special Education
- LUCAS, JAMES A., D.M.A., University of Iowa, Professor, Music
- MacDONALD, J. FREDERICK, Ph.D., University of California (Los Angeles), Professor, History
- MacDONALD, JAMES I., M.A., University of Toronto, Assistant Professor, Anthropology
- MAHER, JOHN P., Ph.D., Indiana University, Professor, Linguistics
- MAKSY, MOSTAFA, Ph.D., C.P.A., City University of New York, Professor, Accounting
- McARDLE, EUGENE W., Ph.D., University of Illinois (Urbana), Professor, Biology
- McCOY, O. EVALYN, M.A., University of Chicago, Professor, Social Work
- McCREERY, DOROTHY, M.A., Northwestern University, Assistant Professor, Student Services
- MENDEZ, J. IGNACIO, Ph.D., University of California (Berkeley), Associate Professor, History
- MITTMAN, NORMAN, M.S., Illinois Institute of Technology, Associate Professor, Mathematics
- MORAITES, MARIA, Ph.D., Loyola University (Chicago), Professor, Communication, Media and Theatre
- MORTON, JOSEPH C., Ph.D., University of Maryland, Professor, History
- MUELLER, EDWARD B., M.A., Northwestern University, Professor, Health, Physical Education, Recreation, and Athletics
- MURATA, ALICE, Ph.D., Northwestern University, Professor, Counselor Education
- MURPHY, JOHN J., JR., M.A., University of Chicago, Professor, Political Science
- NEMANIC, GERALD C., Ph.D., University of Arizona, Professor, English

- NEWMAN, STANLEY, M., Ph.D., Union Graduate School,
Professor, Anthropology
- NISSIM-SABAT, CHARLES, Ph.D., Columbia University,
Professor, Physics
- O'CHERONY, ROSALYN, Ph.D., Northwestern University,
Professor, Foreign Languages and Literatures (Spanish)
- ODISHO, EDWARD Y., Ph.D., Leeds University (England),
Professor, Teacher Education
- OLSON, JERRY BROOKS, Ph.D., University of Chicago,
Professor, Educational Leadership and Development
- ORNELAS, LAVERNE, M.F.A., University of Notre Dame,
Professor, Art
- OTTE, MAXINE, M.A.L.S., Rosary College, Assistant
Professor, Library
- PANTIGOSO, EDGARDO, Ph.D., University of Chicago,
Professor, Foreign Languages and Literatures (Spanish)
and International/Intercultural Studies
- PARATORE, ANGELA, Ph.D., Cornell University, Professor,
Linguistics
- PASTORS, CHARLES, J.D., Ph.D., University of Chicago,
Professor, Political Science
- PATRICELLI, ANTHONY A., M.S., DePaul University,
Associate Professor, Mathematics
- PEACE, GLORIA, Ph.D., Northwestern University,
Professor, Inner City Studies Education
- PEDROSO, ANGELINA, LL.D., University of Havana,
Associate Professor, Foreign Languages and Literatures
(Spanish)
- PIZZI, WILLIAM J., Ph.D., Illinois Institute of Technology,
Professor, Psychology
- POSKOZIM, PAUL S., Ph.D., Northwestern University,
Professor, Chemistry
- PRUESKE, ELEONOR, Ph.D., University of Illinois
(Urbana), Professor, Health, Physical Education,
Recreation, and Athletics
- REDD, DURWARD, Ph.D., Kansas University, Professor,
Communication, Media and Theatre
- REYNOLDS, AUDREY L., Ph.D., Northwestern University,
Professor, Linguistics
- REYNOLDS, LYNNE D., Ph.D., Northwestern University,
Professor, Special Education
- RICHEK, MARGARET, Ph.D., University of Chicago,
Professor, Reading
- RIESS, STEVEN, Ph.D., University of Chicago,
Distinguished Professor, History
- RIGBY, DOROTHE, Ph.D., University of Chicago,
Professor, Psychology and Women's Studies
- RIVERA, SANTOS, Ph.D., The Union Institute, Affirmative
Action Officer, Special Assistant to the President,
Director, Chicago ENLACE Partnership
- ROBERTSON, RICHARD J., Ph.D., University of Chicago,
Professor, Psychology
- ROBINSON, EDWARD A., Ph.D., Northwestern University,
Professor, Teacher Education
- ROLLER, RUSSELL, M.F.A., Southern Illinois University,
Professor, Art
- ROSENTHAL, VIN, Ph.D., Illinois Institute of Technology,
Professor, Psychology
- RUSSELL, HENRY B., Ph.D., Northwestern University,
Associate Professor, Foreign Languages and Literatures
(French)
- SACHS, JEROME M., Ph.D., University of Chicago,
Professor, Mathematics, President Emeritus
- SALARIO, ISADORE I., Ph.D., University of Wisconsin,
Professor, Health, Physical Education, Recreation, and
Athletics
- SCHARF, ARTHUR A., Ph.D., Northwestern University,
Professor, Biology
- SCHEVERS, THOMAS J., Ph.D., Loyola University
(Chicago), Associate Professor, Special Education
- SCHIMPF, ANTHONY, Ed.D., Western Colorado University,
Professor, Health, Physical Education, Recreation, and
Athletics
- SCHWARTZ, MARY ANN, Ph.D., Northwestern University,
Professor, Sociology and Women's Studies
- SCOTT, BARBARA M., Ph.D., Northwestern University,
Professor, Sociology and Women's Studies
- SEGEDIN, LEOPOLD B., M.F.A., University of Illinois
(Urbana), Professor, Art
- SEIGEL, DON M., M.A., University of Illinois (Urbana),
Associate Professor, Linguistics
- SETZE, LEONARD, Ed.D., Loyola University (Chicago),
Professor, Teacher Education
- SHABICA, CHARLES, Ph.D., University of Chicago,
Professor, Earth Science
- SIMMS, VALERIE, Ph.D., Georgetown University,
Professor, Political Science and Women's Studies
- SINGLETON, GREGORY, H., Ph.D., University of California
(Los Angeles), Professor, History
- SMITH, P. CRAIG, Ph.D., University of North Carolina
(Chapel Hill), Professor, History
- SMITH, MARGO L., Ph.D., Indiana University, Professor,
Anthropology and International/Intercultural Studies
- SMITH, PATRICIA A., Ph.D., Northwestern University,
Professor, Biology

- SOCHEN, JUNE, Ph.D., Northwestern University,
Professor, History and Women's Studies
- SOOD, MOHAN K., Ph.D., University of Western Ontario,
Professor, Earth Science, Dean Emeritus
- SPEAKE, CONSTANCE J., D.M.A., University of Oregon,
Professor, Music
- SPENCER, NANCY A., M.A., University of Chicago,
Assistant Professor, Anthropology
- STEHMAN, DIANE L., Ph.D., University of Illinois
(Chicago), Associate Professor, Economics
- STEHMAN, ROBERT M., Ph.D., University of Delaware,
Professor, Physics
- STEIGMAN, MARTIN, Ph.D., University of Texas,
Professor, Special Education
- STEINBERG, SALME HARJU, Ph.D., The Johns Hopkins
University, Professor, History, President Emerita
- STEVENS, HUMPHREY, Ed.D., State University of New
York (Buffalo), Professor, Elementary Education
- STEVENSON, LILLIAN P., M.A., University of Chicago,
Assistant Professor, Special Education
- STOLTZE, HERBERT J., Ed.D., Columbia University,
Professor, Biology
- STONEBRAKER, PETER W., Ph.D., Arizona State
University, Professor, Management
- STYER, SANDRA, Ph.D., Michigan State University,
Professor, Teacher Education and Women's Studies
- SVOBODA, WAYNE N., M.S., Iowa State University,
Associate Professor, Chemistry
- SWARM, CHRISTINE, Ed.D., Indiana University, Professor,
Teacher Education
- SWEIG, MITCHEL, Ph.D., University of Chicago,
Professor, Physics
- TEMKIN, DAVID, M.A., University of Chicago, Professor,
Psychology
- TERRELL, MELVIN C., Ph.D., Southern Illinois University
(Carbondale), Professor, Counselor Education,
Vice President for Student Affairs
- THOMPSON, MARTHA E., Ph.D., University of Iowa,
Professor, Sociology and Women's Studies
- ULIASSI, EDWARD C., Ph.D., Syracuse University,
Professor, Political Science
- UNUMB, DAVID F., Ph.D., Loyola University (Chicago),
Professor, Communication, Media and Theatre
- UPADHYAY, HANS, Ph.D., Memorial University of
Newfoundland, Professor, Earth Science
- VAROPHAS, KUSOL, Ph.D., Johns Hopkins University,
Professor, Political Science
- VERBILLION, JUNE B., Ed.D., Loyola University (Chicago),
Professor, English
- VITTENSON, LILLIAN K., Ph.D., Northwestern University,
Professor, Special Education
- VOGEL, MITCHELL, M.A., Roosevelt University, Associate
Professor, Educational Leadership and Development
- WAECHTER, JOHN, P.E.D., Indiana University, Professor,
Health, Physical Education, Recreation, and Athletics
- WALKER, ROBERT J., Ph.D., Wayne State University,
Professor, Speech and Performing Arts
- WALKER, SUE SHERIDAN, Ph.D., University of Chicago,
Professor, History
- WALKOSZ, VIVIAN A., Ed.D., Northern Illinois University,
Professor, Teacher Education
- WALSH, PATRICIA, Ed.D., Indiana University, Professor,
Special Education
- WANG, SHU-SHIN, Ph.D., University of West Virginia,
Professor, Political Science
- WEINER, LOUIS M., Ph.D., University of Chicago,
Professor, Mathematics
- WENZLAFF, RICHARD D., D.F.A., Chicago Musical
College, Professor, Music
- WIERCINSKI, FLOYD J., Ph.D., University of Pennsylvania,
Professor, Biology
- WINSTON, BARBARA, Ph.D., Northwestern University,
Professor, Geography and Environmental Studies and
International/Intercultural Studie

FALL SEMESTER 2011

August	2-25		Late Registration*
August	27	Saturday	Saturday Classes Begin-Fall Semester Begins
August	29	Monday	Classes Begin
September	5	Monday	Labor Day Holiday
November	24	Thursday	Thanksgiving Holiday
	25	Friday	
	26	Saturday	
	27	Sunday	
December	10	Saturday	Final Exams for Saturday Classes
December	12	Monday	Last Day of Classes
December	13-15	Tuesday-Thursday	Final Examinations
December	16	Friday	Final Examinations for Friday only classes
December	18	Sunday	Commencement
December	19	Monday	Fall Semester Ends- Grades Due Midnight
December	20 - January	1	Recess

SPRING SEMESTER 2012

December	14, 2011 - January	6, 2012	Late Registration*
January	9	Monday	Classes Begin-Spring Semester Begins
January	16	Monday	Martin Luther King, Jr.'s Birthday Holiday
February	13	Monday	Lincoln's Birthday Holiday
March	19 - 25		Spring Recess
April	28	Saturday	Final Exams for Saturday Classes
April	30	Monday	Last Day of Classes
May	1 - 3	Tuesday - Thursday	Final Examinations
May	4	Friday	Final Examinations for Friday only classes
May	8	Tuesday	Spring Semester Ends- Grades Due Midnight
May	5	Saturday	Commencement
May	9 - 13		Recess

* For additional dates, refer to the specific semester's Schedule of Classes

SUMMER SESSION IA 2012 (6 1/2 week)

April 20 – May 16		Late Registration *
May	18 Friday	Classes Begin-Summer Session IA Begins
May	28 Monday	Memorial Day Holiday
June	26 Tuesday	Last Day of Classes
June	27 Wednesday	Final Examinations
	28 Thursday	
July	3 Tuesday	Summer Session IA Ends- Grades Due Midnight

SUMMER SESSION I 2012 (13 week)

April 20 – May 16		Late Registration*
May	18 Friday	Classes Begin-Summer Session I Begins
May	28 Monday	Memorial Day Holiday
July	4 Wednesday	Independence Day Holiday
August	4 Saturday	Final Exams for Saturday Classes
August	6 Monday	Last Day of Classes
August	7 – 9 Tuesday – Thursday	Final Examinations
	13 Monday	
August	15 Wednesday	Summer Session I Ends- Grades Due Midnight

SUMMER SESSION II 2012 (6 1/2 week)

May 31 - June 28		Late Registration*
June	29 Friday	Classes Begin-Summer Session II Begins
July	4 Wednesday	Independence Day Holiday
August	7 Tuesday	Last Day of Classes
August	8 Wednesday	Final Examinations
	9 Thursday	
August	15 Wednesday	Summer Session II Ends - Grades Due Midnight
August	16 - 24	Recess

* For additional dates, refer to the specific semester's Schedule of Classes

FALL SEMESTER 2012

April 16 - August 23		Registration
August	25 Saturday	Weekend Classes Begin-Fall Semester Begins
August	27 Monday	Weekday Classes Begin
September	3 Monday	Labor Day Holiday
November	22 Thursday	Thanksgiving Holiday
	23 Friday	
	24 Saturday	
	25 Sunday	
December	8 Saturday	Final Exams for Saturday Classes
December	10 Monday	Last Day of Classes
December 11-13	Tuesday-Thursday	Final Examinations
December	14 Friday	Final Examinations for Friday only classes
December	16 Sunday	Commencement
December	17 Monday	Fall Semester Ends- Grades Due Midnight
December 18, 2012 - January 1, 2013		Recess

SPRING SEMESTER 2013

October 22, 2012 - January 3, 2013		Registration
January	7 Monday	Classes Begin-Spring Semester Begins
January	21 Monday	Martin Luther King, Jr.'s Birthday Holiday
February	12 Tuesday	Lincoln's Birthday Holiday
March	18 - 24 Monday - Sunday	Spring Recess
April	27 Saturday	Final Exams for Saturday Classes
April	29 Monday	Last Day of Classes
April 30 - May 2	Tuesday - Thursday	Final Examinations
May	3 Friday	Final Examinations for Friday only classes
May	7 Tuesday	Spring Semester Ends- Grades Due Midnight
May	4 Saturday	Commencement
May	8 - 12	Recess

* For additional dates, refer to the specific semester's Schedule of Classes

SUMMER SESSION IA 2013 (6 1/2 week)

February 25 – May 15		Registration
May	17 Friday	Classes Begin-Summer Session IA Begins
May	27 Monday	Memorial Day Holiday
June	25 Tuesday	Last Day of Classes
June	26 Wednesday, 27 Thursday	Final Examinations
July	2 Tuesday	Summer Session IA Ends- Grades Due Midnight

SUMMER SESSION 1 2013 (13 week)

February 25 – May 15		Registration
May	17 Friday	Classes Begin-Summer Session 1 Begins
May	27 Monday	Memorial Day Holiday
July	4 Thursday	Independence Day Holiday
August	3 Saturday	Final Exams for Saturday Classes
August	5 Monday	Last Day of Classes
August	6 – 8, Tuesday – Thursday, 12 Monday	Final Examinations
August	14 Wednesday	Summer Session I Ends- Grades Due Midnight

SUMMER SESSION II 2013 (6 1/2 week)

February 25 - June 27		Registration
June	28 Friday	Classes Begin-Summer Session II Begins
July	4 Thursday	Independence Day Holiday
August	6 Tuesday	Last Day of Classes
August	7 Wednesday 8 Thursday	Final Examinations
August	14 Wednesday	Summer Session II Ends - Grades Due Midnight
August	15 - 23	Recess

* For additional dates, refer to the specific semester's Schedule of Classes

INDEX

Academic Affairs	6
Academic Calendar	356
Academic Development	46
Academic Regulations	37
Accessibility Center	49
Accounting	239
Admission to the University	9
Advisement and Testing Center	46
African & African American Studies	85
Anthropology	88
Art	95
Asian Studies	99
Bachelor of Arts in Interdisciplinary Studies Program	72
Bachelor's Degree Requirements	42
Bilingual/Bicultural Education	324
Biology	100
Business Administration	237
Business Law	240
Campus Recreation	45
Career Services	7
Carruther's Center for Inner City Studies	52
Center for Teaching and Learning	54
Chemistry	107
Chicago Teachers' Center	257
Child Care Center	46
Class Attendance	37
Clinical Experiences and Student Teaching	257
College of Arts and Sciences	83
College of Business and Management	232
College of Education	253
Communication, Media and Theatre	113
Computer Science	121
Counseling Office	7
Counselor Education	264
Course Numbers	37
Credit Hour Load	38
Dance Minor	179
Dean of Students Office	6
Dropping Classes	42
Early Childhood Education	324
Earth Science	129
Economics	132
Educational Leadership	289
Educational Inquiry and Curriculum Studies	273
Educational Leadership and Development	288
Educational Studies Minor	273
El Centro (Educational Resource Center)	54
Elementary Education	337
English	135
English Language Program	47
Enrollment Verification	39
Environmental Studies	145
Exercise Science	300
Faculty and Administration	342
Family Counseling	266
Fees	30
Finance	240
Finance and Administration	6
Financial Aid Office	16
French	226
General Education Program	35
Geography and Environmental Studies	145
Gerontology	204
Gifted Education	313
Global Studies	59
Grading System	38
Graduate College	78
Health Education Minor	299
Health, Physical Education, Recreation, and Athletics	297
Health Service Office	7
History	152
Human Resource Development	293
Inner City Careers Minor	276
Inner City Studies	276
International Business Minor	248
International Programs	60
Justice Studies	158
Language Arts	337
Latino & Latin American Studies	160
Library	44
Linguistics	163
McNair Program	61
Management	246
Marketing	246
Master of Business Administration	237
Master of Science in Accounting	238
Master's Degree Programs	82
Math and Science Concepts Minor (MSTQE)	67
Mathematics	169
Mathematics Development	50
Media Minor	114
Middle Level Education Program in Math and Science (MLED)	61
Music	176
Nontraditional Degree Programs	72
Pass/Fail Option	39
Pedroso Center for Diversity and Intercultural Studies	51
Philosophy	187
Physical Education	298
Physics	191
Political Science	194
Prerequisite Policy	37
Project Success	50
Proyecto Pa'Lante	50
Psychology	203

Public Administration Minor.....	195
Reading.....	307
Reading Development	49
Recreation Management Minor	300
Registration and Records	41
Release of Information Pertaining to Students	31
Residency Status	28
Secondary Education.....	281
Social Work.....	210
Sociology	213
Spanish	224
Special Certification Programs	339
Special Education	311
Special Programs.....	50
Student Activities Office	8
Student Classification	38
Student Computing Services	44
Student Employment Office.....	7
Student Life.....	6
Student Union	46
Teacher Education	324
Teaching English as a Second Language/ Foreign Language (TESL/TEFL).....	217
Theatre Minor.....	114
Transcripts	41
University Events Office	46
University Honors Program.....	74
University Outreach and Equal Employment	6
University Police (Public Safety)	7
University Without Walls Program	73
Weekend Institute for Professional Development.....	76
Women’s Studies.....	221
World Languages and Cultures	224

The artwork displayed on the front cover was created by NEIU student Joseph Panicker. It was selected as the NEIU Catalog Cover Contest winner for depicting Northeastern Illinois University's ideals and strong presence in Chicago. It is titled "Be Connected, Be Informed, Be Yourself".